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ABSTRACT

This program, included in "Effective Reading Programs...," was begun in 1971 and serves 1,826 children of varying socioeconomic levels in K-4. Project ALOHA is a mainland demonstration of the Hawaii English Program, a total instructional system that provides goals, materials, a management system, and inservice training. The program is highly individualized in regard to pacing, modalities, and sequencing. The goal structure and management system, including a record-keeping system, allow the teacher to create a learning environment that gives children enough choices to develop self-direction skills. At the beginning of each class, the teacher and the children participate in a planning circle to determine the daily direction for each child. To accommodate children's different learning styles, a vast array of materials is available. All of the materials have been designed to facilitate peer tutoring as an integral part of the system, and children are given extensive training in peer-tutoring procedures. Checks are provided within the curriculum so that the teacher can guide each child in the learning activities. The teacher also uses an evaluation circle at the end of the day to help the children develop skillls in evaluating their progress. (TO)

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PROJECT ANNUAL EVALUATION REPORT

1973-74 Grant Year

for

PROJECT ALOHA

A CONSORTIUM CONSISTING OF

ARCHDIOCESE OF SAN FRANCISCO
Father Pierre Dumaine, Superintendent

BERRYESSA UNION SCHOOL DISTRICT, LEA
F. Gregory Betts, Superintendent

CUPERTINO ELEMENTARY SCHOOL DISTRICT
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DEMONSTRATING MAINLAND INSTALLATION

OF

HAWAII ENGLISH PROGRAM

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PROJECT ALOHA

Berryessa Union School District • 935 Piedmont Road • San Jose, California 95132 • (408) 258-1776

To the Reader:

You will find this evaluation report different than many that you have read.

First, in the evaluation of reading achievement you will find that the major emphasis is on reporting the successful degree to which pupils achieved expected specific learner goals. While significantly high scores are reported for a nationally-normed test and positive correlations are shown between these test scores and the pupils' goal completions, the data on goal completions stand as the major indicator of our program's success. They represent a much more comprehensive measure of achievement than the sample of items found on any standardized test. Educators have given lip-service to evaluation by measurement of completion of goals for many years. This approach to evaluation was possible in this instance because of the comprehensive HEP goal structure, curriculum-embedded measures of pupil completion of each goal, and established levels of expected goal completions developed by the planners in terms of percentages for each grade level.

A second departure from traditional evaluation is the amount of narrative description of the program, its effects on learners, and the opinions of students, parents, teachers, and principals of the value of the Hawaii English Program.

HEP is a total instructional system that is effective because of the interaction of the many concepts regarding learning that are in effect when the system is implemented. There are many results in both the cognitive and affective domains that do not lend themselves to assessment through standard evaluation instruments.

Completion of cognitive goals and test scores, while important, can only tell a small part of the value of the Hawaii English Program. If the reader is looking for quality in education, the complexity of the HEP

PARTICIPATING AGENCIES U.S. Office of Education, Bureau of Plans and Supplemental Centers, Title III, Section 306–GRANTOR California State Dept. of Education, Hawaii State Dept. of Education, the Hawaii English Project

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system requires more than a cursory look at the evidence of cognitive success as shown by the data. You are urged to take time to read the entire report and to exercise professional judgment about the many a priori values you will find described.

Sincerely,

William B. Adams

WILLIAM B. ADAMS,
Project Director
Project ALOHA

Author's Preface

The contents of this report constitute the evaluation efforts of Project ALOHA for the 1973-74 school year. The evaluation reported in this volume represents a summary of the data collected only during the 1973-74 school year. However, in reality the progress of students in HEP is continuous and covers a diverse range of learner tasks and behaviors; to report on a portion of that continuum of learning is to impose artificial restrictions on the program. Similarly, to view the 1973-74 evaluation of HEP by Project ALOHA as our final and complete view of the design for evaluation is inaccurate. In reality, each Project ALOHA evaluation report has been based upon progress and experience gained from year to year. Thus, this evaluation should be viewed as a point in an evolutionary evaluation process. For this reason the evaluation summarized in this report should not be considered as the last word on evaluation; rather, it probably represents a rather crude, initial evaluation effort in relation to what educational evaluation should (and will) be. On the other hand, this evalution represents a prototype for future evaluations of Project ALOHA and perhaps for the field of education. Therefore, the reader should be aware that, on one hand, the evaluation reported herein constitutes somewhat crude and initial efforts; on the other hand, it represents progressive and refined evaluation procedures (in relation to traditional educational evaluation procedures) for documenting and analyzing student performance.

The writing of this report was a joint effort. The majority of the writing responsibility was delegated to the Coordinator, Early Childhood Education and Evaluation. However, the Coordinator, Special Programs (Andrea Seitz) was responsible for writing Chapter VII. In addition, Project Director William B. Adams provided much guidance and assistance, particularly in terms of reactions and comments to preliminary drafts of this report. Jeanette Bills, Coordinator of HEP Installation provided valuable information about HEP Program Design. Production of this document could not have been possible without the dedicated efforts of all ALOHA office staff; notably Barbara Caliva, Sue Chervellera, and Betty Bell.

Certain conventions were adopted in writing this report. Paging of the document consisted of using Chapter numbers in Roman numerals and pages within each chapter in Arabic numerals. In addition, when applicable, chapters contain a final section which includes evaluation recommendations for the 1974-75 school year.

Ronald P. Unruh, Ph.D.
Coordinator, Early Childhood
Education and Evaluation

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CHAPTER I

DESCRIPTION OF THE HAWAII ENGLISH PROGRAM
AND
PROJECT ALOHA

Project ALOHA

Project ALOHA is operated on an ESEA, Title III, Section 306 demonstration grant from the United States Office of Education to a consortium of the Archdiocese of San Francisco, Berryessa Union School District, Cupertino Union School District, Oak Grove School District, San Jose Unified School District, and Santa Clara Unified School District. The major goal of Project ALOHA is to develop an installation model, with adaptations for mainland language groups of the Hawaii English Program (HEP).

The Hawaii English Program

The Hawaii English Program is an ESEA, Title III language arts program which has been operational in Hawaii since 1966. The Hawaii English Program is an integrated language arts curriculum, including reading, spelling, handwriting, listening and speaking, literature, and language systems. It is integrated in the sense that these various aspects of language arts are coordinated into a single curriculum, with one continuous management system that extends in time from kindergarten through the sixth grade. The system of instruction is specified in a management system volume of instructions which is used by instructional staff persons. The integrity of the system is important, however, the system is not rigid; variations allow each child to be guided through the program in a manner which meets his or her individual needs.

Major Concepts of HEP*

HEP is a theoretically coherent system; it is simpler and more economical in structure and organzation than most existing programs; it is integrated to the extent of reducing or eliminating some of the conventional divisions of this area of study, yet it is discrete in maintaining the integrity of each separate area; it is modern in its content and approaches, introducing whole new substantive concerns through inquiry and problem-solving methods which typically are not characteristic of traditional programs. The HEP planning teams tried to consider the nature of a sound curriculum in language and literature in terms of what a good education should be; of what is the true professional role of the teacher; of the kinds of learning environments and instructional strategies that would accomodate individual differences and pass the initiative for learning to the child. The result is a curriculum which may be characterized as follows:

1. A serious effort to deliver on the promise of individualized instruction for all children through a range of learning tools, activities, and organizational and management arrangements to make this possible. Built into the programs are numerous opportunities for student self-choice, self-direction, self-instruction, and self-evaluation. Teachers using the Hawaii English Program train children to work for the most part independently, in an environment laid out to permit choices from an array of materials and activities, and with arrangements that provide for immediate responses to the decisions that the child makes.

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* Adapted from The Hawaii English Program: Program design statement (1971)

2. An attempt to be precise about instructional objectives and to build evaluation of these objectives into educational materials. These are most apparent in the goals and criterion levels for achievement built into the Language Skills materials, as well as the Literature and Language Systems programs.

3. An attempt to systematize the potential benefits of students as teachers (benefits to both the tutor-pupil and the learner-pupil) in peer teaching; the use of the more advanced students to teach the less advanced, and even in the use of less sophisticated to teach more sophisticated.

4. An attempt to emphasize inductive and discovery approaches to learning, on the premise that extraordinary learning powers of the young are best released and enhanced when they learn from their own attempts.

5. A move toward activity-centered learning in the form of games, simulations, creative drama, improvisation, related art activities, writing, and other activities. These are not devised merely as motivational devices, the instructional goals are built into the activity.

6. A move away from the single textbook mode toward greater use of non-textbook modes with educational presentation. Books are still an important part of the curriculum, but the conventional, pervasive reliance on the single book has been replaced by a wider use of multi-modal presentation to accommodate the different learning preferances of children.

7. An attempt to stimulate a real appetite and style for innovation and experimentation on the part of students through the encouragement of pluralistic responses to the questions raised in the curriculum. Conjecture, speculation, tentative answers, alternative, open-endedness, and even ambiguity are encouraged.

8. An attempt to fully professionalize the role of the teacher and reduce the more mechnical and redundant functions typically associated with the teacher-role. The teacher is less the single source of knowledge and direction and more the catalyst, consultant, diagnostician, guide, and exemplar or model, for the students learning.

9. A shift to effective early education and decreasing reliance on remedial instruction.

A diagrammatic representation of the curriculum at the program and subprogram levels is presented in Figure 1.

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HEP SUBPROGRAMS

The Language Skills Program

Each skills period begins with a planning circle, composed of the teachers and the entire class. This and the evaluation circle at the end of the period are generally the only times that the class meets together as a whole; most of the other activities are done in small groups, in pairs, or individually. The planning circle presents the teacher with an opportunity to provide learning with step-by-step training in decision-making. As the period begins, each child is given the opportunity, under teacher direction, to consider the range of activities available to him in the classroom, to make a selection from these, and to verbalize his decision. Through this open discussion of what each child will be doing, and why, the less mature learners become aware of the types of tasks the older and more mature children are engaging in. Their expectations for themselves are stretched by hearing these children tell of the "jobs" they have worked on or are choosing. This leads many of the less mature learners to consider selecting similar tasks for themselves.

In this way the teacher is able to guide children into the method (mode) of learning by which they can be most successful in each area of skills. This particular method of teaching has been proven very effective in the development of communicative skills and in helping pupils develop a responsibility for learning. The youngsters in this program are trained to work for the most part independently, in an environment laid out to permit choices from an array of 680 components and activities, as well as an environment that responds immediately to a child's unique decision.

In addition to self-direction, another key approach in the HEP concept is peer-tutoring. The child who has successfully completed a particular Language Skills component as a learner is given the opportunity to tutor another child in that component. A sense of responsibility, purpose, and self-fulfillment are important outcomes of teaching others, but more important from a learning standpoint is the knowledge that comes to the child who teaches. Helping another learn is a chance to review, but it is to review in a gamelike situation and with an adult-type purpose to enhance the activity.

Aside from its obvious learning benefits, peer-tutoring is proving beneficial in the classroom from a social standpoint as well. One of the first things an observer notices in the classroom is the obvious acceptance and friendliness of the children, one for another. Because they are continually working together, though seldom with the same partner, no child is left out of the action - there are no outcasts. All are working together in this positive, success-oriented environment, free from aggressive competion, where each is able to progress at his own rate and according to his own specific needs.

Because the record-keeping procedure allows the teacher to know specifically each child's progress, no child is "lost". The teacher is able to provide guidance to each child on an individual basis regarding the child's learning needs. Materials are built into the system to facilitate peer-tutoring and the management section of the teacher's training shows teachers how to develop peer-tutoring skills in children. Peer-tutoring is important in freeing teachers to assume a role of guidance to pupils in an individualized program.

The Language Skills subprogram has as its purpose to bring children to the point of "synthesized control" of English - understanding, speaking, reading, and writing it. In this subprogram the interplay among elements - a planned environment, a set of complementary roles, a full array of resources - creates a dynamic learning system in which children pace and monitor their own step-by-step progress toward fluency.

The overall goal of the Language Skills Program is to have each child progress from his entry level in each subprogram to the stage of independent learning in the language arts. This stage has been identified as what is generally acknowledged as sixth grade achievement level. It is expected that 95% of the students in the program will achieve sixth grade achievement level by the end of grade 6.

The Literature Program

The Literature component provides the child with an opportunity to develop an understanding and application of the use of Language Skills in the art of communication. The Literature component begins with games and activities designed to develop understanding of concepts, sequence, and plot even before the child has developed reading skills and then is utilized simultaneously with the Language Skills throughout the program. The stress of the Literature component is on enjoyment and self-expression. As teachers read stories to groups of children, they respect each child's interpretations as reflected through creative dramatics, art and rhythmic activities, and group and individual creative stories and poems. Thus, literature for grades K-6 capitalizes on students' interests and development to lure them into understanding, appreciation, and enjoyment of literature through personal interaction with literary selections and accompanying materials.

The Language Systems Program

The Language Systems Program is based on the proposition that justification for the teaching of language can be defended on the purely humanistic grounds that the study of language is the study of the capability unique to man. These units help children discover how human communication is special, how their language works, and how language affects people and societies. In the units, a set of problems is introduced in an illustrated dialogue. Then members of the class undertake inquiries which throw light on the topic and give them exercise in various "ways of knowing" in science as well as practice in the various language skills.

The primary goal of the Language Systems Program is not to make the student into a practicioner, but rather to have him learn something about himself. Hopefully the student will gain some insight into the linguistic properties that his theory of English must have, and will consider what this implies about his personal and social life.

The second goal of the curriculum is to give the students actual information about language in general and English in particular. The third goal is to give the student some undersganding of the discipline: its organization, theory of science, and actual practices. The fourth goal is to effect language skills.

These goals breakdown into more specific goals for each division of the curriculum. Cognitive, linguistic, and behavioral goals are explicitly stated for each unit.

Dissemination Activities of Project ALOHA

Since dissemination of information regarding HEP is one of the prime purposes of Project ALOHA, the dissemination activities of the Project for the 1973-74 school year were increased in scope and number over that of 1972-73.

In order to provide interested persons with an accurate and concise description of HEP, project staff developed a "dissemination packet" which contained a description of Project ALOHAaand HEP as well as from selected papers which provided the reader with insight into the nature of HEP. During the 1973-74 school year over 500 dissemination packets and 3000 brochures were distributed to interested persons.

Another part of Project ALOHA dissemination activities involved on-site visits by persons interested in first-hand examination of HEP. Typically on-site visits involved a brief (one hour) presentation of HEP by Project ALOHA staff at the Project office followed by visitation to one or more demonstration schools. In order to facilitate the presentation of HEP, Project ALOHA staff developed a audio-video slide-tape presentation of HEP. The 23 minute long production was carefully prepared so as to provide viewers with as concise and complete an overview of HEP as possible in a brief period of time. During the 1973-74 school year approximately 1225 visitors were exposed to HEP through visits to Project ALOHA demonstration schools.

In addition to the above, Project ALOHA staff were involved in 35 other major dissemination activities which involved presentation of HEP at educational conventions or to groups of interested persons.

Recommendations for the 1974-75 School Year

1. Increase dissemination efforts during fourth year of Project to prepare for possible large-scale diffusion of HEP on a state and national basis.

CHAPTER II

EVALUATION RATIONALE, DATA COLLECTION AND ANALYSIS, AND DESCRIPTION OF PROJECT ALOHA TEACHER AND STUDENT POPULATIONS

RATIONALE FOR THE EVALUATION PLAN

The evaluation design for the 1973-74 school year was based on the HEP philosophy, the nature of the instructional program, and experience gained from previous Project ALOHA evaluation efforts.

In the process of creating a workable and appropriate evaluation design for HEP, Project ALOHA staff and consultants were faced with the resolution of several important methodological issues. These issues and other concerns have been previously described in the 1973-74 Evaluation Plan. However, the effects of those concerns relating to the issue of the appropriate use of standardized tests for evaluation purposes are significant enough to warrant elaboration here.

The primary issue involving limitations on the use of standardized tests for evaluation is based on four considerations. The first concern is related to the psychometric properties of standardized norm-reference tests and the purposes for which they are designed. Whereas, norm-reference tests are designed primarily to assess individual differences, performance in educational programs should be assessed in terms of the amount students learn (Carver, 1974; McClelland, 1973). Standardized tests are not designed to maximize sensitivity to growth and experience or learning.

> One cause for the inappropriateness of norm-reference measures is that these instruments must produce variant scores. If variability is not present in the responses of those who take the test, then those reponses cannot be contracted. Remember that the purpose of norm-reference tests is to permit comparisons among people. Thus, a major thrust of norm-reference test construction and test revision is to produce variability. Instructional specialists are frequently working in the opposite direction. The good teacher would often like to reduce variability by getting all of his pupils to display a given level of excellance. Surely there will be differences among learners, but with respect to fundamental objectives in reading, we can strive for 100% mastery by all pupils. To put it in another way, the educational evaluator should be interested in how many learners can achieve an educational objective, not how the learners compare with each other (Popham, 1973, p.32)."

The effect of the inappropriate application of standardized tests may be that true differences in performance between groups of students in different instructional programs, or individual gains in performance over time may be hidden because of the psychometric characteristics of norm-reference tests. "Thus, the more standardized achievement tests are revised and refined to produce the widest possible variance, the more they resemble the classic intelligence test and the less they can detect the effects of even high quality instruction . . ." (Popham, 1973).

A second consideration which makes the use of standardized tests questionable as a tool for evaluation of student performance in HEP is a question of validity. Standardized reading and achievement tests are not valid or invalid in absolute terms. They are valid to the extent that they measure the goals and objectives of the program (curriculum) being evaluated. With HEP two considerations arise which place limitations on the availability of valid measuring instruments for the assessment of student progress in HEP. First, in regard to content validity, the basic issue rests on the widely accepted assumption that a definition of reading has been agreed upon by reading experts. In reality little agreement exists between reading experts as to what constitutes "reading". This position is supported by research conducted by Project TALENT, and National Assessment, as well as other reports and professional publications (Corder, 1971; Goodman, 1972). Although most reading programs can be grouped with others of the same general nature (e.g., meaning emphasis, linguistic, modified alphabet, language experience), even among experts of similar points of view, a great amount of disagreement exists as to what constitutes reading.

Since there is no universally accepted definition of reading, test designers and publishers are forced to develop general tests that are useful (valid) for assessing student performance in one or more similar reading programs, i.e., programs that overlap a great deal with regard to content and instructional goals (Carver, 1974). It is well known among reading experts that certain tests result in higher or lower scores for students in particular programs, i.e., some tests are more appropriate for certain programs and less appropriate for others. For example, it would not be reasonable to expect a child who has been receiving reading instruction in a program emphasizing a "meaning" approach or a language experience approach to perform well on a test which was designed to assess student performance based on the goals of a phonetic reading program. Thus, the content validity of reading tests is tied to a particular approach to reading instruction. To date, no test has been developed in relation to the HEP curriculum; therefore, no test is available which can be considered to provide an especially valid assessment of student growth in relation to the purposes and goals of HEP.

In addition to the problem of content validity, a second validity problem which must be given attention is the test administration format or the nature of the test-taking behaviors required for any given test.

In order to minimize error variability and to increase test validity, test constructors attempt to match the test-taking procedures as closely as possible to the normal every day classroom routine and to standardize administration procedures. This procedure is based on the well-known principle of learning, that performance of learned behavior is best demonstrated under the exact conditions that the learning occurred. Since most tests are designed to assess student performance of behavior learned in a traditional teacher-oriented learning environment, problems arise when these tests are used to assess student performance which is based on learning that occurred in a different learning environment. Whereas, traditional instructional programs create a group-oriented, teacher-oriented learning environment, HEP creates an individual-oriented learning environment which varies significantly from traditional classrooms. Thus, learning in HEP occurs in a unique learning environment tailored to the individual student needs. When the performance of students who learn reading in this environment is assessed with standardized tests which emphasise the uniformity or standardization of procedures from individual to individual, less than optimum student performance can be expected since the testing environment differs significantlv from the environment in which the behaviors to be measured were learned.

A third factor that has relevance for the issue of usefulness of standardized tests to assess student performance in HEP is based in the emphasis on inductive learning in HEP. Inductive learning is based on the assumption that through repeated exposure to stimili the learner will "construct" in his mind the nature of the relationship between the stimili. One feature of this approach is that the student is not given the rule that describes a given relationship between stimili nor is he cued to the relevant distinctive features of the stimili. The student is left to discover the relationship for himself. One effect of inductive learning is that the student may "know" the nature of the relationship between the two stimili, but not be able to verbalize the rule, i.e., there may be a gap between the students level of competence and his level of performance. Learning in traditional classrooms is deductive; i.e., a child is given stimili and the rule that describes the relationship between the stimili, and given repeated experience in verbalizing the stimili and rule. Since standardized tests are normally based on traditional instructional programs emphasizing deductive learning, memorization, and verbalization of rules, students who learn inductively in HEP will be unduly penalized when asked to perform in terms of standards established for programs with other learner goals and instructional techniques.

The issue of whether standardized tests are appropriate instruments for the assessment of any program should be resolved through an analysis of the nature and content of the instructional program. Tests measure complex learning processes involving an interaction between the content of the instructional program, the nature of the learning environment, and learning processes. If accurate statements are to be made about one variable (i.e., content) then all other relevant variables that could result in differences in performance between the standards set by a norm group and the performance of the test examinees must be controlled or equated. Given the available reading tests and the nature of HEP, such controls cannot be guaranteed, thus making standardized tests an undesirable mode of assessing reading performance resulting from experience in HEP.

Finally, in relation to the issue of the use of tests to assess student performance in HEP, the basic nature and purpose of tests must be examined. Tests are designed to extract samples of student performance in order to make judgments and predictions about student performance. The representativeness of the sample of behaviors selected by each test is an index of the validity of the test. The use of tests (i.e., sampling behaviors) is necessary when it is not possible to assess student performance within the program itself. However, when the program curriculum is designed in such a manner as to provide a continuing check on student performance (i.e., curriculum embedded checks for mastery), the need for other measures, and particularly measures based on samples of student behavior, is eliminated. Such an approach is possible only with a curriculum that is based on clearly stated measurable performance objectives. This approach is possible with HEP which contains approximately 180 learner goals which are applied to the 700 (approximately) program elements. Thus, HEP contains an on-going curriculum embedded evaluation procedure based on the monitoring of learner progress toward instructional goals. For this reason, standardized tests should play a secondary role in the evaluation. In this case tests may be appropriately employed (when the problems of validity have been eliminated or reduced to a minimum) to provide an external reference for validation of HEP learner goals.

Given the above consideration regarding the nature of HEP, the evaluation reported herein will focus primarily on the assessment of student performance in relation to HEP learner goals and objectives with other assessment instruments employed primarily to provide a comparison measure or to validate HEP measurement procedures (learners goals) where appropriate non-HEP instruments were available.

DATA COLLECTION AND ANALYSIS

Teacher Class Records

The HEP teacher management system includes a record keeping system whereby the daily progress of each student in terms of program elements started or completed is recorded. In addition, daily records are maintained for those program elements which a student previously completed, diagnosed-out, and "branched" ("branched" indicates a situation in which a student experiences difficulty completing an element and is directed to another element). These records are recorded for each child and for each activity on each program element in the Teacher Class Record Book (See Figure II-1).

Through the use of college work study students as data collectors, and the development of a data collection system, the data on student progress has been collected and used to provide in depth analyses of individual student performance in HEP. Because of the specific entry and exit criteria for each Language Skills Program elements which allows close examination of the student's progress, it is possible to document student performance in HEP in a manner not possible with other programs.

CONTINUOUS PROGRESS MONITORING

Description

The Continuous Progress Monitoring data collection system is designed so that data on student performance in HEP can be collected on a continuing basis by data collectors with relatively little training required. In order to accomplish this, each element in the Teacher Class Record Book and each student in the program is assigned an identification number. In addition, each school day is assigned a number which is based on the number of days each school has participated in HEP (Some schools have been in the program longer than others. The length of school year varies from school to school. Similarly, not all schools offer a summer program.)

When a student in HEP starts, completes, or is diagnosed-out of an element, the teacher records the date of the activities in the appropriate place in the Teacher Class Record Book. Later, when the record book is being monitored, the data collector records the student activity on a standard 80 column computer coding sheet. This data is keypunched onto computer cards and is entered into the computer and stored in the Continuous Progress Monitoring data file.

Student Master File

All student activity recorded in the Continuous Progress Monitoring program is stored in the Student Master File (SMF). The SMF is a sequencial data set stored on magnetic tape and serves as input to the Student Profile Program and various other statistical analysis and other computer programs. The SMF is maintained by the program ALOHAUPDATE which allows data to be added or deleted from the SMF. In addition, the program PRINTR prints the entire content of the

SMF in readable form, thus, permitting a visual examination of each student's master file records.

In addition to these programs which have been designed for data input and storage, various other computer programs have been written to provide statistical analyses and/or summaries of student performance.

COMPUTER PROGRAMS

Profile Program

The Profile program prints for each student, the record of all activity for each program element on which the student has started work.

The student's name, identification number, school, grade, birthdate, sex, ethnic background, and scores on various measurement instruments are printed at the top of the page along with the day numbers across the page starting with the first day for which the student had an activity and ending with the last day for which an activity was recorded. Elements for which the student had an activity recorded are listed vertically down the page (grouped by subprogram as in the Teacher Class Record Book; e.g., Reading elements first, Handwriting elements next, etc). When a student's activity spans too many days or too many elements to be contained on one page, continuation pages are printed. The body of the profile contains symbols denoting activities which occurred on each day number: "S" for each time and activity for an element was started, "C" when an element was completed, "X" when "S" and "C" occur on the same day, "D" when diagnosed-out occurs, "B" when branched occurs, and an "A" for each day the student was reported absent from school. Thus, the Profile Program provides a graphic representation of a student's progress through HEP on a daily basis. The profile is easy to read and understand and has great potential for use by teachers as a management tool and special education personnel. (See Appendix B for a sample Profile)

This data is obviously available in the Teacher Class Record Book, however, the advantage of this profile is that it is a permanent, cummulative record of student performance which can be printed out for use by special education personnel and others when the Teacher Class Record Book is not available. In addition, the data reported in the profile is in a more readable form for analysis of an individual pupils progress than the same data contained in the Teacher Class Record Book.

Percentage Program

The Percentage Program calculates, for each element, the total number of students attempting the element, number of students completing the element, and the percent of students completing the element. This program makes it possible to monitor the performance of any group of students (e.g., third graders) in terms of the percent of students who have completed each element. The percentage data reported in Chapter III on "Student Performance in Terms of Learner Goals" is an example of the type of analysis that can be computed with this program. In addition, this program has potential value for analyzing the degree of use of each element in HEP. This latter analysis has significance for cost analysis of the most efficient way of packaging the instructional materials.

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FINDR Program

The program FINDR lists those students completing and not completing selected program elements. For a specified group of students, this program scans the SMF and prints out two lists of names for each element designated: those students from among the specified group who have completed work on the designated element(s) and those who have not. Thus, this program makes it possible to pinpoint those students who have completed (or not completed) key program elements, or elements in other HEP subprograms, thus allowing an analysis of student progress in parallel programs of HEP.

Mean and Standard Deviation Program

This program calculates, for each program element, the mean and standard deviation for: (1) number of days required to complete each element (when neither diagnosed-out nor branching occurred), (2) number of times "branching" occured and, (3) number of times "diagnosed-out" occured. This type of analysis provides data regarding the length of time activity on each element typically lasts as well as the number of times other activities occur for that element. This data basically provides an index of the difficulty level of each element and may be used to help determine whether a given student's difficulty with a given element is due to something attributable to the student or the nature of the element.

ALPHALIST Program

The ALPHALIST Program prints all program elements completed by selected students grouped according to schools. Students and the elements each has completed are listed in alphabetical order for each school. This program was designed primarily for end-of-the-year summary purposes when each student's activity for the current year is transferred to the new Teacher Class Record Book for the following year. Since the Teacher Class Record Book for a new school year often contains the names of children from many books from the previous school year, the transfer of student records to new books can be a massive clerical task which this program simplifies and makes much more manageable.

Example of Application of Computer Programs

At some point during the school year the percent program might be used to determine the percent of student at each grade level completing each program element. From this data it could be determined which element in a given subprogram, Reading for example, 95% of the students at a given grade level have completed (i.e., 5% have not completed). Using the FINDR Program and specifing the element(s) which 5% of the students have not completed, a list of the names of those students who have completed and those who have not completed the specified elements will be generated. Taking the names of those students who have not completed the designated element(s) and using the Profile Program, profiles of student activity for these students can be generated. These profiles might then be used to determine which other elements these students have been working on during the school year and if there appears to be any problem areas.

This example is an oversimplification. The obvious fact is that the possible analysis of pupil progress becomes greatly enhanced by the availability of this kind of information. The reader is encouraged to examine Chapter VII of this report for additional examples of how some of the computer programs may be used to examine student performance in HEP.

It should be noted that it is not intended that the computer become a decision making instrument; the goal is to provide as much information as possible about student progress so that teachers and principals can use their professional skills to help provide students with direction and guidance.

PROJECT ALOHA POPULATION

Student Population

A total 1242 students, grades K-3, participated in HEP in the seven Project ALOHA schools during the 1973-74 school year. These schools offered a total of 29 HEP sessions under the direction of 39 HEP teachers. Table II-1 provides a summary of the number of HEP sessions per day, number of HEP teachers, and number of students enrolled at each school.

Project-wide there was an approximately equal number of male and female students. Data on students ethnic background are summarized in Table II-2. These data indicate that the Asian and Black population was small and therefore the distribution of these students among Project ALOHA schools should have no significant effect on the interpretation of data. On the other hand, the proportion of students of Mexican and Caucasian background is uneven across schools.

Teacher Population

All of the 39 teachers and 9 teacher aides in the Project ALOHA schools were females. In terms of ethnic background, 86% of the teachers and 22% of the teacher aides were Caucasian, 3% of the teachers and 56% of the teacher aides were Mexican, 8% of teachers and 22% of teacher aides were Asian, and 3% of teachers (and no teacher aides) were Black. The mean age for teachers and teacher aides 35.59 years.

Teachers reported a mean of 9.4 years total teacher experience, and a mean of 2.5 years teaching in HEP (as of June, 1974). In addition, teachers reported receiving a mean of 6.5 days of HEP inservice during the 1973-74 school year and a mean total of 42.9 days inservice for all years since they began teaching HEP.

TABLE II-1

Summary of HEP sessions per day, teachers, and student enrollment for Project ALOHA: 1973-74 school year

School	Number of HEP Sessions	Number of HEP Teachers	Grade Level K	1	2	3	Total
Garden Gate	4	6	45	54	26	23	148
Lowell	3	4	49	38	38	36	161
George Mayne	6	3	28	39	32	42	141
Sakamoto	6	12	120	115	63	52	350
St. Patrick	3	3	23	27	28	32	110
St. John Vianney	3	3	0	52	63	0	115
Toyon	4	8	53	55	60	49	217
Total	29	39	318	380	310	234	1242

TABLE II-2

Summary of Student Ethnic Background for Project ALOHA Schools

SCHOOL	ETHNIC BACKGROUND			
	ASIAN	BLACK	CAUCASIAN	MEXICAN
Garden Gate	2	1	84	13
Lowell	2	1	59	38
George Mayne	1	0	46	53
Sakamoto	2	1	89	8
St. Patrick	2	0	48	50
St. John Vianney	2	0	75	23
Toyon	2	2	69	27
Project ALOHA Total	2	1	70	27

Note: Data reported are percentages

Recommendations for 1974-75 School Year

1. It is recommended that a search for valid instruments to assess student performance in HEP be continued.
2. In order to facilitate the use of computer programs and analysis, and to encourage replication, it is recommended that the data collection system be refined and simplified.

CHAPTER III

EVALUATION OF STUDENT PERFORMANCE IN READING

STUDENT PERFORMANCE IN TERMS OF LEARNER GOALS

Evaluation of student performance in the Language Skills component of HEP (Reading, Writing, Listening/Speaking) focused primarily on the areas of reading.

Student performance in terms of the percent of students completing specific learner goals was compared to the performance of other Project ALOHA students, Hawaii students, and the levels of performance projected for each grade level by program planners.

Since student performance in terms of completion of program elements in HEP is recorded by the teacher on a continuing bases as part of the HEP management system, a complete record of the progress of each student through the HEP curriculum is maintained. The progress of any one student can be easily determined by looking at the Teacher Record Book. The progress of groups of students through the program can be determined by computing the percent of students completing given elements at a given point in time.

To assist in the evaluation of student progress, HEP planners developed projections of the percent of students which would be expected to complete specific learner goals after various periods of time in HEP. The projections are based on the performance of students (grades kindergarten and one) in HEP during the first two years of installation in Hawaii, and are continually revised as students progress through HEP. The performance projections provide a track of the expected level of progress of students in relation to completion of the final goal in the Reading component (See Appendix A).

The primary exit criteria for student performance in the Language Skills Program of HEP is that 95% of the students will complete Instructional Library Level 25 (20 books) by the end of grade 6. The significance of this goal lies in the fact that all books in Instructional Library Level 25 have been validated by Spache and Dale-Chale Reading Formulae as being of sixth grade readability or higher. In other words, the final goal of the Reading program is that 95% of the students in the program will be able to read books of sixth grade or higher readability by the end of grade 6.

The data summarized in Table III-1 indicated that Project ALOHA students have continued to make satisfactory progress toward realization of this goal. For the 12 performance projections for grades K-3, Project ALOHA students in grades K and 1 surpassed all six, while two of three were surpassed by grade 2 and one of three by grade 3 students. This relative decline in performance for grade 2 and 3 students most likely reflects the effect of late delivery of materials encountered in the first year of the project. In addition, the effects of installing a new program made instruction and learning more difficult for those students enrolled early in the pro-

TABLE III-1
Percent of Project ALOHA (1972-73 & 1973-74) and Hawaii (1973-74) Students Completing Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	Project ALOHA 1972-73	Hawaii 1973-74*	HEP Projected Outcomes
Kindergarten				
Visual discrimination of words (YN3)	(N=176) 98.86	(N=236) 100.00	(N=1755) 96.3	95
Read more than 60 words from a basic 400 word list (RWC 3)	63.07	61.86		
Read more than 90 words from a basic 400 word list (RWC 4)	55.68		54.1	50
Read over 14 books (Instructional Library Level 3)	11.36	11.44	9.9	5
Grade 1				
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	(N=256) 100.00	(N=2194) 96.6	95
Read over 9 books (Instructional Library Level 2)	69.47	55.47	61.0	50
Read over 59 books (Instructional Library Level 12)	19.85	11.72	11.9	5
Read over 69 books (Instructional Library Level 14)	14.50	8.98		
Grade 2				
Recognition and oral production of words phrases, and short sentences (RWC 8)	(N=45) 97.78	(N=241) 95.44	(N=2392)	
Read over 4 books (Instructional Library Level 1)	93.33		87.0	95
Read over 39 books (Instructional Library Level 8)	80.00	51.45		
Read over 49 books (Instructional Library Level 10)	66.67		48.3	50
Read over 104 books (Instructional Library Level 21)	15.56		12.4	5
Reading with meaning at sixth grade level (SRA Booklets, TAN)	15.56	10.79		

TABLE III-1, continued

HEP Element	Project ALOHA 1973-74	Project ALOHA 1972-73	Hawaii 1973-74*	HEP Projected Outcomes
		Grade 3		
Read over 14 books (Instructional Library Level 3)	(N=113) 93.97		(N=2237)	
Read over 29 books (Instructional Library Level 6)	90.27		84.1	95
Read over 94 books (Instructional Library Level 19)	52.21		46.5	50
Read over 104 books (Instructional Library Level 21)	31.86			
Read over 119 books (Instructional Library Level 24)	13.79			
Read over 139 books (Instructional Library Level 25)	.88		3.3	5

Note: The significance of this data is that the HEP projected outcomes are for 95% of 6th grade pupils to complete Level 25 of the Instructional Library and all books at this level have been validated by Spache and Dale-Chall formulae as 6th Grade readability. See Appendix A for HEP Exit Criteria and Projected Outcomes.

* Hawaii English Program, Department of Education, State of Hawaii

ject (e.g., for those students now second and third graders). These cummulative effects may account for the discrepency between projected and actual performance for second and third graders. However, it should be noted that even when projected levels of performance were not met, in most cases the performance of students was only a few percentage points below the projected level. Thus, it can be concluded that Project ALOHA students performed well in terms of HEP performance goals.

To facilitate further examination of the performance of Project ALOHA students in terms of completion of program elements, the 1973-74 student performance was compared with the performance of Project ALOHA students in 1972-73 and Hawaii students in 1973-74. Table III-2 summarizes the results of chi square analyses between the percentage of Project ALOHA and Hawaii students.

In terms of Project ALOHA student performance in 1973-74 as compared to 1972-73, the data in Table III-1 indicated that for Kindergarten students the level of performance was nearly equal both years. For grade 1 and 2 students, the level of performance increased dramatically from 1972-73 to 1973-74. This effect was probably due to the increased teacher familiarity and experience with HEP materials and procedures as well as the development of greater teacher skills in terms of higher-level teacher roles (e.g., teacher as a guide, and teacher as a scholar-model).

Data summarizing the results of chi square analyses between the performance of Project ALOHA and Hawaii students are included in Table III-2. The results of these analyses indicated that the distribution of scores for Project ALOHA and Hawaii students in grade K and grade 3 are not significantly different. An examination of the data in Table III-1 indicated that while Project ALOHA kindergarteners performed better than Hawaii kindergarteners on all three comparison elements, the differences were small. Similarily, while Project ALOHA-Hawaii grade 3 differences were larger, the differences between the two distributions was not large enough to reach statistical significance. In addition, Project ALOHA 3rd graders performed better than Hawaii students on two or three elements compared.

On the other hand, the results of Project ALOHA-Hawaii comparisons for grades 1 and 2 were different, in that statistically significant differences between the two distributions were obtained. Examination of the data in Table III-1 revealed that Project ALOHA students performed better than Hawaii students on all six comparison elements for grades 1 and 2.

Overall, in relation to the performance of Project ALOHA students as compared to the performance of Hawaii students, Project ALOHA students performed higher than Hawaii students on eleven of twelve elements. In regard to this finding, it should be pointed out that Hawaii students have also performed well in relation to the projected levels of performance of each grade level.

From this data it can be concluded that Project ALOHA students have performed well in relation to the performance projections developed by the

TABLE III-2

Chi square values for comparison of Project ALOHA and Hawaii student performance in HEP

GRADE	χ^2
K	.33
1	6.52*
2	8.25*
3	2.93

Note: Computations based on data from TABLE III-1

* $p < .05$ (df=2)

HEP planners and the performance of other students in the same program. The importance of this finding is that Project ALOHA students who have performed at or above the expected rate for 95% of the students can be expected to have completed Instructional Library Level 25 (which contains books rated as 6th grade readability or higher) by the end of grade 6.

Summary of Project ALOHA Performance by School

Tables III-3 through III-8 summarize the performance of Project ALOHA students by school. The following criteria were used in determining the student population for whom data should be reported: grade K students must have been in HEP 1 complete school year; grade 1 students must have been in HEP 2 complete school years; grades 2 and 3 students must have been in HEP 3 complete school years. Since St. Patrick School did not have a kindergarten class in HEP during the 1971-72 school year, no second graders at that school met the grade 2 criteria. For that reason, the data for grade 2 in Table III-7 was left blank. In addition, St. John Vianney had no students meeting the above criteria, thus no data is reported for that school.

Although variability in performance between schools is apparent, the reader is cautioned against drawing conclusions based on these differences since legitimate reasons exist to justify school-to-school variations in overall school performance (e.g., differences in SES, student background, teacher training and experience, facilities, etc.). Comparison of student performance between schools is discouraged since variations exist in the characteristics of these student populations which may effect student performance. In short, variations between schools should be expected for a number of reasons and such variations should in no way reflect on the effectiveness of teachers in individual schools.

The important point regarding the data in Tables III-3 through III-8 is that, for each school, the 95% projection has generally been equalled or surpassed. As was previously pointed out, the importance of the 95% projection is that it marks a path of satisfactory progress toward the HEP projected outcome that 95% of the pupils complete Level 25 of the Instructional Library by the end of grade 6; i.e., those students completing the 95% element at each grade level should be expected to complete Instructional Library Level 25 by the end of grade 6. The importance of this projection is that all books in Instructional Library Level 25 have been validated by Spache and Dale-Chall readability formulea as sixth grade readability or higher. It should be noted that the traditional definition of grade level is that level of performance which 50% of the class achieves; thus, the standards set by HEP (95% completion) are very high in relation to traditional standards. Yet, in terms of the higher HEP standards, each of the schools for whom data are reported in Tables III-3 through III-8 have done quite well. From these data it can be concluded that the performance of students in individual Project ALOHA schools is satisfactory.

Table III-3

Percent of Garden Gate School (1973-74) Students Completing Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	Garden Gate	HEP Projected Outcomes
Kindergarten			
Visual discrimination of words (YN3)	(N=176) 98.86	100.00	95
Read more than 90 words from a basic 400 word list (RWC 4)	55.68	84.21	50
Read over 14 books (Instructional Library, Level 3)	11.36	15.79	5
Grade 1			
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	100.00	95
Read over 9 books (Instructional Library, Level 2)	69.47	87.50	50
Read over 59 books (Instructional Library, Level 12)	19.85	42.85	5
Grade 2			
Read over 4 books (Instructional Library, Level 1)	(N=45) 93.33	100.00	95
Read over 49 books (Instructional Library, Level 10)	66.67	76.92	50
Read over 104 books (Instructional Library, Level 21)	15.56	30.77	5
Grade 3			
Read over 29 books (Instructional Library, Level 6)	(N=113) 90.27	100.00	95
Read over 94 books (Instructional Library, Level 19)	52.21	60.29	50
Read over 139 books (Instructional Library, Level 25)	.88	0.00	5

Table III-4

Percent of Lowell School (1973-74) Students Completing
Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	Lowell	HEP Projected Outcomes
Kindergarten			
Visual discrimination of words (YN3)	(N=176) 98.86	100.00	95
Read more than 90 words from a basic 400 word list (RWC 4)	55.68	29.41	50
Read over 14 books (Instructional Library, Level 3)	11.36	11.76	5
Grade 1			
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	100.00	95
Read over 9 books (Instructional Library, Level 2)	69.47	69.23	50
Read over 59 books (Instructional Library, Level 12)	19.85	30.77	5
Grade 2			
Read over 4 books (Instructional Library, Level 1)	(N=45) 93.33	87.50	95
Read over 49 books (Instructional Library, Level 10)	66.67	70.00	50
Read over 104 books (Instructional Library, Level 21)	15.56	20.00	5
Grade 3			
Read over 29 books (Instructional Library, Level 6)	(N=113) 90.27	88.89	95
Read over 94 books (Instructional Library, Level 19)	52.21	55.56	50
Read over 139 books (Instructional Library, Level 25)	.88	0.00	5

Table III-5

Percent of Mayne School (1973-74) Students Completing
Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	Mayne	HEP Projected Outcomes
Kindergarten			
Visual discrimination of words (YN3)	(N=176) 98.86	94.12	95
Read more than 90 words from a basic 400 word list (RWC 4)	55.68	20.00	50
Read over 14 books (Instructional Library, Level 3)	11.36	6.25	5
Grade 1			
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	92.00	95
Read over 9 books (Instructional Library, Level 2)	69.47	41.18	50
Read over 59 books (Instructional Library, Level 12)	19.85	5.88	5
Grade 2			
Read over 4 books (Instructional Library, Level 1)	(N=45) 93.33	85.75	95
Read over 49 books (Instructional Library, Level 10)	66.67	57.32	50
Read over 104 books (Instructional Library, Level 21)	15.56	2.55	5
Grade 3			
Read over 29 books (Instructional Library, Level 6)	(N=113) 90.27	85.71	95
Read over 94 books (Instructional Library, Level 19)	52.21	36.57	50
Read over 139 books (Instructional Library, Level 25)	.88	0.00	5

Table III-6

Percent of Sakamoto School (1973-74) Students Completing Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	Sakamoto	HEP Projected Outcomes
Kindergarten			
Visual discrimination of words (YN3)	(N=176) 98.86	96.67	95
Read more than 90 words from a basic 400 word list (RWC 4)	55.68	62.71	50
Read over 14 books (Instructional Library, Level 3)	11.36	12.07	5
Grade 1			
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	100.00	95
Read over 9 books (Instructional Library, Level 2)	69.47	90.16	50
Read over 59 books (Instructional Library, Level 12)	19.85	21.31	5
Grade 2			
Read over 4 books (Instructional Library, Level 1)	(N=45) 93.33	100.00	95
Read over 49 books (Instructional Library, Level 10)	66.67	70.20	50
Read over 104 books (Instructional Library, Level 21)	15.56	20.00	5
Grade 3			
Read over 29 books (Instructional Library, Level 6)	(N=113) 90.27	96.77	95
Read over 94 books (Instructional Library, Level 19)	52.21	61.52	50
Read over 139 books (Instructional Library, Level 25)	.88	2.23	5

Table III-7

III-12 Percent of St. Patrick School (1973-74) Students Completing Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	St. Patrick	HEP Projected Outcomes
	Kindergarten		
Visual discrimination of words (YN3)	(N=176) 98.86	100.00	95
Read more than 90 words from a basic 400 word list (RWC 4)	55.68	38.89	50
Read over 14 books (Instructional Library, Level 3)	11.36	11.11	5
	Grade 1		
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	100.00	95
Read over 9 books (Instructional Library, Level 2)	69.47	50.00	50
Read over 59 books (Instructional Library, Level 12)	19.85	0.00	5
	Grade 2		
Read over 4 books (Instructional Library, Level 1)	(N=45) 93.33		95
Read over 49 books (Instructional Library, Level 10)	66.67		50
Read over 104 books (Instructional Library, Level 21)	15.56		5
	Grade 3		
Read over 29 books (Instructional Library, Level 6)	(N=113) 90.27	100.00	95
Read over 94 books (Instructional Library, Level 19)	52.21	59.64	50
Read over 139 books (Instructional Library, Level 25)	.88	3.35	5

Table III-8

Percent of Toyon School (1973-74) Students Completing
Selected Program Elements and Projected Level of Performance

HEP Element	Project ALOHA 1973-74	Toyon	HEP Projected Outcomes
Kindergarten			
Visual discrimination of words (YN3)	(N=176) 98.86	96.67	95
Read more than 90 words from a basic 400 word list (RWC 4)	55.68	51.72	50
Read over 14 books (Instructional Library, Level 3)	11.36	10.34	5
Grade 1			
Read more than 30 words from a basic 400 word list (RWC 1)	(N=131) 98.47	100.00	95
Read over 9 books (Instructional Library, Level 2)	69.47	46.67	50
Read over 59 books (Instructional Library, Level 12)	19.85	16.67	5
Grade 2			
Read over 4 books (Instructional Library, Level 1)	(N=45) 93.33	90.90	95
Read over 49 books (Instructional Library, Level 10)	66.67	59.09	50
Read over 104 books (Instructional Library, Level 21)	15.56	4.55	5
Grade 3			
Read over 29 books (Instructional Library, Level 6)	(N=113) 90.27	92.59	95
Read over 94 books (Instructional Library, Level 19)	52.21	39.03	50
Read over 139 books (Instructional Library, Level 25)	.88	0.00	5

STUDENT PERFORMANCE ON READING COMPREHENSION TEST

In addition to the above, to provide an index of student performance on a non-HEP developed instrument, all third grade students who had been in HEP for three years were administered parts of the Spache Diagnostic Reading Scales (DRS).

The DRS was selected for administration to third graders for several reasons. First, the Comprehension subtest of the DRS (which were the only parts of the test administered) assess reading comprehension in a manner similar to the way in which it is defined in HEP. Thus, the DRS seems to possess reasonable content validity for reading comprehension in terms of the HEP curriculum. Second, the DRS is an individually administered reading test. This feature makes the test-taking behaviors required for the DRS similar to the behaviors required in the HEP learning environment. Thus, it seems that the DRS should provide a reasonable valid estimate of the reading comprehension ability of students who have received instruction in HEP and provide a comparison of student performance on an instrument familiar to most teachers and reading specialists.

Two reading comprehension scores were derived from the DRS, an Instructional Level score and an Independent Level score. The Instructional Level score was determined by oral reading errors and comprehension while the Independent Level score was based on silent reading comprehension. Spache states:

> The term"Instructional Level" is used to designate the student's grade level and oral reading. It specifies the level and quality of reading which most teachers would find acceptable in group or classroom practices, and the grade level of basal or other reading materials to which the student would be exposed in the typical classroom. The Independent Level is that grade level of supplementary instructional and recreational reading material which the child can read silently to himself, even though he may experience some word-recognition problems (1972).

Performance on the DRS is measured in terms of a grade level score. Since the test was administered during the period of April-May the expected mean grade level score for third grade students should have been about 3.8 to 3.9. Table III- 9 summarizes the data on the performance of Project ALOHA third graders on the DRS.

TABLE III-9

Mean Diagnostic Reading Scale Grade Level Score For Third Grade Students

	Mean (N=115)	S.D.
Instructional level	4.17	2.09
Independent level	4.47	1.74

These data indicate that in terms of mean grade-level scores for both Instructional Level (oral reading and comprehension) and Independent Level (silent reading and comprehension) Project ALOHA third graders who have been in HEP three years, scored higher than the projected performance of students in the DRS norm group. (i.e., grade level 3.8-3.9)

To further examine the relationship among scores a chi square goodness of fit test (Siegel, 1956) was computed comparing the distribution of scores obtained by Project ALOHA third graders and third graders taken from the DRS norm group (Spache, 1972, p. 36). Grouping the scores by increments of one standard deviation, the distributions for Instructional and Independent Level scores are summarized in Tables III-10 and III-11. The chi square goodness of fit test (Seigel, 1956) resulted in a chi square value of 376 for Instructional Level and 592 for Independent Level. These chi squares were both significant at the .001 level of significance, suggesting that both the Instructional and Independent Level distributions of scores for Project ALOHA third graders was significantly different from the DRS norm group third graders.

Examination of the data in Table III-10 regarding Instructional Level scores indicated that Project ALOHA students received fewer very-high and very-low scores and slightly more moderately low scores. For Independent Level scores the data in Table III-11 indicated that the same relationship between Project ALOHA and DRS norms existed, although somewhat more exaggerated. Although compared to norm group third graders, fewer Project ALOHA students achieved a mean score, more Project ALOHA students received slightly - below and slightly - above mean scores (in the 40-60 percentile range) than the norm group. In addition, more Project ALOHA students received very high scores (above the 95 percentile).

In general, the performance of Project ALOHA third graders on the DRS was above average for both Instructional and Independent reading levels. Comparison of the distribution of scores for a subsample of third graders from the norm group and Project ALOHA third graders indicated that the distribution for both Instructional and Independent Level scores were significantly different. In relation to the DRS distributions, Project ALOHA scores represented a more "flat" distribution of scores with fewer students receiving very low scores and more students scoring in the middle-range. From this data it was concluded that in relation to the expected performance on a nationally-normed test of reading comprehension, Project ALOHA third graders typically performed at or above average.

TABLE III-10

Chi Square Goodness of Fit Based on Observed and Expected Frequencies for Diagnostic Reading Scale Instructional Level Scores for Third Grade Students

	Score Intervals (standard deviations from tests means)							Total
	-2.51 to -3.50	-1.51 to -2.50	-.51 to -1.50	-.50 to .50	.51 to 1.50	1.51 to 2.50	2.51 to 3.50	
Expected Frequency[a]	0	3	15	62	27	7	1	
Observed Frequency (Project ALOHA)	0	0	32	54	25	4	0	χ^{2*}=376.

[a] Score distribution based on mean and S.D. reported by Spache (1972, p.36)

* p $<$ .001 (df=6)

TABLE III-11

Chi Square Goodness of Fit Based on Observed and Expected
Frequencies for Diagnostic Reading Scale Independent Level
Scores for Third Grade Students

49	Score Intervals (standard deviations from test means)							Total
	-2.51 to -3.50	-1.51 to -2.50	-.51 to -1.50	-.50 to .50	.51 to 1.50	1.51 to 2.50	2.51 to 3.50	
Expected Frequency[a]	0	3	15	62	27	7	1	χ^2 = 570.
Observed Frequency (Project ALOHA)	0	0	29	46	35	1	4	

[a] Score distribution based on mean and S.D. reported by Spache (1972, p.36)

* p .001 (df=6)

CORRELATION BETWEEN COMPLETION OF HEP GOALS AND TEST SCORES

In order to further examine the relationship between student performance in HEP and on a test of reading comprehension, correlation coefficients (Spearman Rho) were computed between each student's DRS Instructional and Independent Level Reading Scores and the highest HEP reading element completed at the time the DRS was administered. The resulting correlation values were .757 between Instructional Level score and highest HEP element completed and .723 between Independent Level score and HEP performance. These data indicated that to a great extent those students who did will in HEP (i.e., have completed higher level elements) also scored higher on a test of reading comprehension, thus providing additional validation for the HEP goal structure.

Taken together the data reported on student progress through the HEP goal structure and student performance on a test of reading comprehension indicated that Project ALOHA students were making satisfactory progress in terms of HEP goals and projected levels of performance and, in addition, performed well on a non-HEP developed measure of reading comprehension.

RECOMMENDATIONS FOR THE 1974-75 SCHOOL YEAR

1. Continued evaluation of student performance in terms of HEP projections, and the performance of other students in HEP is recommended.
2. Continued evaluation of reading comprehension performance with standardized reading comprehension tasks and/or criterion-referenced reading comprehension tasks is recommended.
3. Continued search for more valid and reliable independent measures of achievement.

CHAPTER IV

EVALUATION OF STUDENT SELF-DIRECTEDNESS AND RESPONSIBILITY

SELF-DIRECTION AND RESPONSIBILITY IN LEARNERS

One of the major goals of HEP is that students shall demonstrate high levels of self-direction and responsibility. In HEP the concepts of student self-direction and responsibility have been operationally defined in a series of 26 behavioral objectives or indicators of atonomy in education. A description of these behavioral objectives for student self-direction and responsibility is found in Appendix C of this report. Self-direction and self-activation can only be developed where the child is permitted to assume the proper degree of responsibility. The nature of the HEP goal system and management system, including the record keeping system, enables the teacher to allow each child enough freedom of choice as is appropriate for the child's level of development.

For example, the Planning Circle procedures call for the student to designate at the beginning of the HEP session those elements he chooses to work on that day. The Evaluation Circle procedures call for the teacher, among other things, to encourage students to evaluate their work choices for the day, to determine whether they made wise, well-planned decisions. Standard instruction procedures require children (including kindergarteners) to learn to correctly operate electric typewriters, tape recorders, phonographs, and film loop projectors. Students learn the correct location of all instructional materials and learn to return materials to there proper place when they have completed work with them. In addition, students learn to keep track of their own progress through the program elements. Each student has a folder where he keeps a record of those elements he has completed.

EVALUATION OF SELF-DIRECTEDNESS AND RESPONSIBILITY IN LEARNERS

The assessment of self-directedness in Project ALOHA students was accomplished in three ways: 1) teacher ratings, 2) observation scales and, 3) attitude scales.

Teacher Ratings of Student Self-Directedness

The primary mode of evaluating self-directedness involved the use of teacher ratings of student behavior on each of the 26 behavioral statements included in Appendix C. Both pre-and post-ratings were completed by teachers. Pre-assessments were completed by teachers at the end of the first quarter of the school year and post-assessments were completed at the end of the school year.

The 26 behavioral statements of student self-directedness and responsibility have been grouped by HEP planners into three types: self-selection of activities (five objectives), self-management (sixteen objectives), and self-appraisal of their activities (5 objectives). Teacher ratings on each of the 26 objectives were based on the following criteria: (1) behavior not observed, (2) behavior observed once or twice, or (3) behavior observed on a regular basis. To analyze student behavior, teacher ratings were converted to a numerical scale.

Results of Teacher Ratings of Student Self-Directedness and Responsibility

The data in Table IV-1 is a summary of teacher ratings of student self-direction and responsibility. The trend in the data was clear: student self-directedness and responsibility increased with length of time in HEP. This trend in the data is evident when first- and fourth-quarter teacher ratings are compared for each grade level and when ratings are compared between scores for each grade level. Although the first quarter ratings for each grade level are generally lower than the fourth quarter ratings for the preceding grade level, suggesting a decline in student self-direction and responsibility over the summer vacation months, such a conclusion cannot be drawn since these data are cross-sectional rather than longitudinal. In any event, increased self-directedness was shown by the fourth-quarter data for each succeeding year in HEP; i.e., fourth-quarter of first grade over fourth-quarter of kindergarten, fourth-quarter of second grade,over fourth-quarter of first grade and so forth.

In order to shed additional light on the development of self-direction and responsibility, the distributions of teacher ratings of student self-direction and responsibility in three areas (self-selection, self-management, and self-appraisal) for kindergarten and grade 3 students in Project ALOHA during the 1973-74 school year were compared using the chi square statistic. Since HEP centers are cross-graded, each session contains students from each grade level, K-3. Thus, teacher differences in ratings of student behavior was controlled; i.e., each teacher rates the behavior of children (grades K-3) in her center during the same HEP session. The data for the chi square "goodness of fit" test are summarized in Tables IV-2, IV-3, and IV-4. The chi square values were all significant at the .001 level, indicating that the distribution of scores of fourth quarter teacher ratings of student self-direction and responsibility were quite different for kindergarten and grade 3 students. Examination of the score intervals in Tables IV-2, IV-3, and IV-4, indicated that in each case the kindergarteners scored lower than 3rd graders, i.e., 3rd graders were rated by teachers as significantly higher than kindergarteners in self-direction and responsibility.

In order to examine the growth of learner self-direction and responsibility over the course of the school year, chi square "goodness of fit" tests were computed between first- and fourth-quarter teacher ratings of student self-directedness and responsibility for each grade level. These data are summarized in Tables IV-5, IV-6, and IV-7. The chi square values for self-selection, self-management, and self-appraisal for each grade level are all significant at the .001 level of significance, indicating that the distribution of first-quarter scores and fourth-quarter scores are significantly different for each area of student self-direction and responsibility at each grade level.

From these data it may be concluded that teachers' ratings of learner behavior on 26 behavioral criteria for self-direction and responsibility indicate that significant growth is evident in the behavior of Project ALOHA students.

Table IV-1

Mean Scores for First and Fourth Quarter Teacher Ratings of Student Self-Direction and Responsibility

Observed Behaviors	K (n=134)		Grade 1 (n=160)		Grade 2 (n=140)		Grade 3 (n=110)	
	First Qrtr.	Fourth Qrtr.	First Qrtr.	Fourth Qrtr.	First Qrtr.	Fourth Qrtr.	First Qrtr.	Fourth Qrtr.
Self-selection of activities[a]	3.91	6.02	5.43	7.01	6.05	7.36	7.23	8.10
Self-management[b]	15.43	25.13	23.39	23.75	26.63	30.09	29.39	30.76
Self-approval of activities	2.53	5.27	5.06	6.74	5.90	7.33	6.71	7.67

[a] Maximum possible score = 10

[b] Maximum possible score = 32

[c] Maximum possible score = 10

Table IV-2

Percent of Grade K&3 Students Receiving Designated Scores on Teacher Ratings of Self-Directed Behavior: Self-selection of Activities

Grade	Score									
	2	3	4	5	6	7	8	9	10	
K	1	3	11	25	18	24	14	4	0	
3	1	2	1	2	10	14	29	16	25	$\chi^2 = 115.38^*$

Note: $d_f = 9$

* $p < .001$

Table IV-3

Percent of Grade K&3 Students Receiving Designated Scores on Teacher Ratings of Self-directed Behavior: Self-Management

Grade	Score																											χ^2
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
K[a]	1	0	0	0	1	0	0	1	3	1	2	1	2	4	4	1	2	4	8	16	4	4	9	13	10	0	9	
3[b]	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	4	2	5	16	13	57	333.36*

Note: Percentages based on fourth quarter teacher ratings

[a] N=134

[b] N=110

* $p < .001$ ($d_f = 26$)

Table IV-4

Percent of Grade K&3 Students Receiving Designated Teacher Ratings of Self-directed Behavior: Self-appraisal

Grade	Score Interval											
	0	1	2	3	4	5	6	7	8	9	10	
K	3	2	4	8	4	31	16	27	1	3	1	
3	0	1	0	3	3	7	11	15	16	28	16	χ^2=694.68*

Note: d_f = 10

* p $<$.001

Table IV-5

Frequency of Scores for First and Fourth Quarter Teacher Ratings of Student Self-Directedness: Self-Selection

		Score											χ^2
		0	1	2	3	4	5	6	7	8	9	10	
Grade K	Pre	1	15	18	17	33	25	13	10	1	1	0	
(N=134)	Post	0	0	1	5	15	33	24	32	19	5	0	450.61*
Grade 1	Pre	0	5	8	12	24	31	29	32	12	4	3	
(N=160)	Post	1	0	1	5	5	13	32	34	40	20	9	182.47*
Grade 2	Pre	0	1	6	9	11	16	35	29	27	6	0	
(N=140)	Post	0	1	1	2	3	14	10	26	59	14	10	90.58*
Grade 3	Pre	0	0	0	2	2	7	19	29	33	15	3	
(N=110)	Post	0	0	1	2	1	2	11	15	32	18	28	607.50*

Note: d_f = 10

* p $<$.001

Table IV-6

Frequency of Scores for First and Fourth Quarter Teacher Ratings of Student Self-directedness: Self-management

		Score																
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Grade K (N=134)	Pre	0	2	0	5	0	8	2	3	6	8	4	2	4	9	3	9	6
	Post	0	0	0	0	0	0	1	0	0	0	1	0	0	1	4	1	3
Grade 1	Pre	0	0	0	1	0	0	0	0	0	0	2	0	3	0	8	3	2
	Post	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Grade 2	Pre	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	1	2
	Post	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Grade 3	Pre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Post	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0

Table IV-6 (cont.)

		Score																χ^2
		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Grade K (N=134)	Pre	5	2	11	11	6	7	2	8	4	5	0	0	1	1	0	0	
	Post	1	3	5	6	2	3	6	9	22	6	6	11	18	13	0	12	593.33*
Grade 1	Pre	5	7	7	16	8	8	10	10	8	5	9	12	9	5	8	14	
	Post	1	2	1	2	2	1	4	6	10	5	12	15	9	21	24	43	189.64*
Grade 2	Pre	6	3	1	5	1	5	6	4	7	7	10	12	16	22	7	22	
	Post	0	0	2	0	1	0	0	1	1	7	7	6	12	11	25	66	188.838
Grade 3	Pre	0	0	0	1	2	0	4	2	3	1	7	8	14	25	15	28	
	Post	0	0	0	0	1	0	0	0	1	0	4	3	6	18	14	62	62.13*

Note: $d_f = 32$

* $p < .001$

Table IV-7

Frequency of Scores for First- and Fourth-quarter Teacher Ratings of Student Self-directedness: Self-Appraisal

		Score											χ^2
		0	1	2	3	4	5	6	7	8	9	10	
Grade K	pre	13	25	25	21	15	29	6	0	0	0	0	
(N = 134)	post	4	3	6	11	6	42	21	35	2	3	1	93.52*
Grade 1	pre	4	13	4	10	19	35	36	28	6	2	1	
(N = 160)	post	3	0	1	7	7	22	22	44	21	20	13	281.37*
Grade 2	pre	1	3	8	7	16	28	15	25	17	19	1	
(N = 140)	post	1	1	0	2	6	14	21	30	21	19	25	607.50*
Grade 3	pre	0	0	2	1	10	11	16	38	18	10	4	
(N = 110)	post	0	1	0	3	3	8	12	17	18	30	18	137.74*

Note: $d_f = 10$

*$p < .001$

Table IV-8

Pre- and Post-assessment Data for Kindergarten Students

CASES STYLE	October, 1973 (pre-test)		May, 1974 (post-test)	
	Mean	S.D.	Mean	S.D.
A	.060	.125	.080	.175
B	.552	.619	.748	.815
C	.047	.137	.022	.068
D	.695	.499	.462	.382
E	.648	.479	.643	.760
F	.726	.671	.788	.714
G	.540	.300	.550	.28
Overall (Weighted)	6.06	1.03	6.26	1.19

Note: N = 133

EVALUATION OF STUDENT SELF-DIRECTION WITH CASES

In order to provide validations of teacher ratings of learner self-direction, data was also collected using the Coping Analysis Schedule for Educational Settings (CASES). Examination of the CASES instrument by Project ALOHA staff and by HEP consultants indicated that CASES measures self-direction in a manner consistent with HEP. Thus, CASES appeared to provide a valid estimate of self-direction in Project ALOHA students.

CASES data was collected by trained observers using a time-sampling procedure. CASES was designed to "measure and describe the pupils attempts to cope with the press of the school setting, with all its varied stimuli (Spaulding, 1970, p. 2)." At intervals of 5-10 seconds the observed behavior of the target child was coded into one of 19 categories of behavior. (For a complete description of each category see Appendix C.) Generally, a minimum of 50 observations were taken per child. After the observation period, observations from the 19 different categories of behavior were combined in such a manner as to provide a numerical coefficient which described the child's level of behavior in terms of each of seven "styles" of coping behavior. (CASES behavior styles A-G are described in Appendix C.)

The coping style designated "F" is described by Spaulding (1970, p.33) as measuring independent, productive, responsible, assertive, integrative, thoughtful behavior. Since this description contains behaviors which correspond highly with those behaviors representing self-direction and responsibility in HEP, it was felt that to a great extent, students in HEP should exhibit style F behaviors.

Results of CASES Observations

CASES data was collected on a sample of Project ALOHA kindergarten and third grade students. Data on a sample of 133 kindergarten students was collected in October, 1973, and again in May 1974. Means and standard deviations for all seven CASES styles and an Overall Coefficient are summarized in Table IV-8.

The trend of these data indicate that over the course of the school year behaviors associated with styles C (withdrawn) and D (peer-dependent) declined in frequency, while behaviors associated with style E (adult dependent) and G (inner-directed, task-oriented) remained about the same and styles A (aggressive, manipulative), B (peer-oriented, non-conforming, resistant) and F (social, productive) increased in frequency. It should be noted that while greatest mean gains occurred in style B, style F was the predominant style on both pre-and post-assessments.

In order to examine more closely the overall distributions of pre- and post-assessment CASES coefficients for Kindergarten students, a chi square "goodness of fit" test (Siegel, 1956) was computed between the October and May distributions of scores for style F. In order to compute a chi square test, data for students who had been observed an equal number

Table IV-9

Frequency of Pre- and Post-assessment CASES Style F Coefficients for Kindergarten Students, 1973-74

Coefficient Score Interval	Frequency of Students' Scores		
	Pre-assessment	Post-assessment	
0 - .25	16	23	
.26 - .50	22	18	
.51 - .75	11	9	
.76 - 1.00	10	16	
1.01 - 1.25	4	1	
1.26 - 1.50	5	3	
1.51 - 1.75	4	4	
1.76 - 2.00	2	2	
2.01 - 2.25	4	1	
2.26 - 2.50	1	1	
2.51 - 2.75	1	1	
2.76 - 3.00	1	1	
3.01 - 3.25	0	0	
3.26 - 3.50	0	0	
3.51 - 3.75	0	1	
Total	81	81	χ^2 = 13.05 (ns

Note: d_f = 14

of times (50) on both pre-and post-assessment observations were used. These data, summarized in Table IV-9. indicated that the pre-and post-assessment distributions of scores was not significantly different. The chi square value of 13.05 was not significant at the .05 level of significance, thus suggesting that style F pre-post gains were quite uniform across the distribution of scores. From these data it can be concluded that while the increase in style F behaviors of Kindergarten students did occur, they were not great enough to reach statistical significance.

In addition to the above, CASES data was collected on a sample of 133 3rd grade students. These data were collected only in May, 1974 and therefore, represent a one-time only CASES assessment of third grade student behavior. Means and standard deviations for each of the 7 CASES coping style coefficient and the Overall coefficient have been included in Table IV-10. In addition, CASES coping styles A-G were arranged in rank-order for each student. The mean rank for each coping style for all students was computed and has been included in Table IV-11, together with the percent of students for whom a given coping style reached the "visability" level. The "visability" level for each style has been designated as a coping style coefficient of 1.00 or greater. "Visability" represents a point at which the behaviors associated with the particular coping style tend to dominate the child's behavior patterns.

These data strongly suggest that for third grade students, style F (social, productive) was the predominate coping style. In terms of coefficient means, style F was highest. In addition, style F received the highest mean-rank of all seven styles. Similarly, regarding the percentage of students receiving a given coping style coefficient that exceeded 1.00 ("visability"),the highest percentage (29.32%) were reported for style F.

In the 1973-74 Project ALOHA Evaluation Plan, a criterion style F coefficient of .60 was established. For the 126 third graders on whom CASES data was gathered, 66 (52.38%) achieved the criterion coefficient. The breakdown by school of the percentage of students achieving a criterion style F coefficient of .60 or greater are reported in Table IV-12. Although school-to-school variations in these percentages are obvious, it is difficult to draw conclusions since many factors (including small sample size) could have produced these variations. Overall, however, it is significant that over half of the third grade students observed achieved the criterion style F.

In order to analyze the degree of difference between third graders level of self-direction as measured by CASES style F, a t-test was computed comparing the mean style F coefficient for third graders with the mean style F coefficient of a group of Project ALOHA Kindergarten students at Garden Gate School. The data for this group of kindergarteners was collected during the Fall of 1973 at one project school. Because the data was collected on a group of students who had received minimal exposure to HEP, these data approximate baseline CASES data for students in HEP. The results of the t-test are summarized in Table IV-13.

Table IV-10

Coefficient Means and Standard Deviations for CASES Coping Styles

	CASES Coping Style							
	A	B	C	D	E	F	G	Overall
Mean Coefficient	.080	.745	.022	.459	.600	.786	.550	6.26
Standard Deviation	.175	.811	.068	.377	.581	.714	.280	1.19

Note: N = 133

Table IV-11

Mean Rank and Percentage of Students Reaching Visibility for CASES Coping Styles

	CASES Coping Style						
	A	B	C	D	E	F	G
Mean Coefficient rank[a]	4.91	3.64	5.94	3.71	3.50	3.07	3.18
Percentage of students reaching visibility[b]	20.30	19.55	3.00	12.03	20.30	29.32	5.26

Note: N=133

[a] Ranks = 1-7

[b] Visibility = Coefficient of 1.00 or greater

Table IV-12

Percentage of 3rd Grade Students Achieving a CASES Style F Coefficient of .60 or Greater

	School						
	Garden Gate	Lowell	George Mayne	Sakamoto	St. Patrick	Toyon	Project ALOHA
Number of students observed	13	13	21	33	18	28	126
Percent achieving criterion score	30.77	61.54	71.43	36.36	66.67	53.57	52.38

Table IV-13

Mean, SD, and _t_-ratio for Kindergarten, Fall 1973 and Grade 3, Spring 1974 CASES Style F Differences

Grade	N	$\overline{X}$	SD	_t_-ratio
Kindergarten (Fall, 1973)	148	.640	.260	
Grade 3 (Spring, 1974)	126	.786	.714	2.18*

* $p < .05$

These data (in Table IV-13) indicate that significant differences in CASES style F behavior were observed between grade K students in the Fall of 1973 and grade 3 students in the Spring of 1974. Since these are two different groups of students (and since the kindergarten students are only from one school) no inferences regarding style F gain scores from grade K-3 can be drawn. However, these data may contain implications for the amount of style F gains that may be expected for HEP students during the grade K to grade 3 interval.

Overall, the results of the CASES data for grades K and 3 students were quite positive. From these data it can be concluded that students in HEP tend to develop high levels of self-directedness as demonstrated by CASES style F coefficients.

EVALUATION OF STUDENT SELF-DIRECTEDNESS WITH IAR

To further examine self-directed behavior in students in HEP, the Intellectual Achievement Responsibility Questionnaire (IAR) was individually administered to a sample of 112 3rd grade students. The IAR is a 34 item questionnaire which was designed to assess attitudes regarding whether a student used himself/herself or someone else as being responsible for his/her academic success or failures (Crandall, Katkovsky, and Crandall, 1965; Crandall, 1968; Crandall, 1970;).

Since HEP was designed as a positive approach to education (i.e, emphasizing student success and progress rather than failure and weakness), the IAR was used to assess student attitudes regarding whom they saw as responsible for their academic success. Student attitudes toward success were assessed by scoring the IAR for the I+ score only (although all 34 test items were administered).

Results of IAR Questionnaire

A total of 108 (96.64%) of the 112 students administered the IAR received an I+ score of 8.00 or greater. The mean of the I+ score distribution was 11.95 with a standard deviation of 2.19. Crandall, Katkovsky, and Crandall, (1965) report a mean I+ score of 12.64 (SD= 2.08) for a sample of 102 3rd grade who were included in the normative data of the IAR. Thus, Project ALOHA 3rd graders received a mean I+ score slightly below that reported in the IAR norms.

To further examine the performance of Project ALOHA students on the IAR, a chi square "goodness of fit" test (Siegel, 1956) was computed comparing the observed distribution of Project ALOHA students IAR 1+ scores and a hypothetical (i.e., expected) distribution of scores based on the 3rd grade I+ mean and standard deviation reported by Crandall, Katkovsky, and Crandall (1965). The results of this analysis have been summarized in Tables IV-14.

The chi square value of 20.29 was statistically significant at the .05 level of significance, indicating that the distribution of I+ scores obtained by Project ALOHA students and the expected distribution (based on Crandall, Katkovsky, and Crandall's 1965 mean and standard deviation) were significantly different. Examination of the score distributions in Table IV-14 indicated that based on the IAR I+ norm mean and standard deviation, slightly more Project ALOHA students would have been expected to score below the mean I+ score. However, many less would have been expected to receive a mean or slightly-above-mean score. Thus, in terms of the IAR norms, Project ALOHA 3rd grade students performed moderately well. From these data, it can be concluded that Project ALOHA 3rd graders expressed attitudes reflecting responsiblity for their academic success and indicated the development of attitudes reflecting self-direction and responsibility.

Table IV-14

Chi Square Test Comparing Project ALOHA distribution of IAR I+ Scores to Distribution Expected Using Norm Mean and SD

Score Interval[a]	Project ALOHA Score Frequency	Expected Score Frequency[b]	χ^2
-3.01 to -3.50	0	1	
-2.51 to -3.00	1	3	
-2.01 to -2.50	3	6	
-1.51 to -2.00	6	6	
-1.01 to -1.50	6	11	
- .51 to -1.00	11	16	
- .01 to - .50	16	17	
.51 to 1.00	40	23	
1.01 to 1.50	14	14	
1.51 to 2.00	14	14	
2.01 to 2.50	1	1	
2.51 to 3.00	0	0	
3.01 to 3.50	0	0	20.29*

[a] Score intervals based on .5 units of the standard deviation

[b] Distribution of expected scores based on Crandall, Katkousky, and Crandall's (1965) $\overline{X}$ and SD.

* $p < .01$ (d_f=10)

Limitations Regarding Conclusions to be Drawn

The assessment of human behavior is a complex and difficult task. The use of CASES and IAR to assess self-directedness was an attempt to provide an objective assessment of these behaviors. While these instruments represent valid and useful ways of assessing self-directedness, they are still in the process of being developed and refined. For these reasons, results obtained from these instruments may not provide clear-cut conclusions to be drawn and, at best, should be viewed with caution.

RECOMMENDATIONS FOR THE 1974-75 SCHOOL YEAR

1. Continued evaluation using teacher ratings of self-direction and responsibility on the 26 behavioral statements is recommended.

2. Continued follow-up CASES observations of those students on whom CASES data was collected during the 1973-74 school year is recommended.

3. Continued efforts to find new objective measures of self-directedness and/or refine existing measures is recommended.

CHAPTER V

ATTITUDES TOWARD HEP

ATTITUDES TOWARD HEP

The attitudes of all those involved with HEP are important since they reflect the nature of the individuals experience with HEP. Obviously, students and teachers have a more direct involvement in the program than others. Principals view the program in a global sense. Parents respond to their observations regarding their individual childs total educational development, including the child's attitude toward learning. Visitors' attitudes provide a more objective view as to the value of the program. In order to provide an assessment of attitudes as a reflection of individual experiences, the attitudes of the students, teachers, principals, parents, and visitors were independently assessed by Project ALOHA.

ATTITUDES OF STUDENTS TOWARD HEP

The attitudes of students were assessed through the use of the Student Attitude Questionnaire which was administered individually to a sample of 106 third grade students who had been in HEP for three years. This questionnaire was a 9 item scale developed by Project ALOHA staff (See Appendix F for questionnaire).

The data from the Student Attitude Questionnaire is summarized in Table V-1. Table V-1 contains data on student attitudes toward their HEP teacher, the HEP center in general, reading in general, and other children in their HEP session. These data indicate that student attitudes toward HEP are generally quite positive: overall 78.48% of the responses were positive. This trend in the data is consistent across sub-scales of the questionnaire. From this data it can be concluded that students in general feel positive attitudes toward HEP.

ATTITUDES OF TEACHER TOWARD HEP

The attitudes of Project ALOHA teachers and teacher aides were assessed using the ALOHA Teacher and Aide Questionnaire (See Appendix F). Questionnaires were distributed to 39 teachers and 7 teacher aides. Questionnaires were returned by 17 (44%) teachers and no teacher aides; therefore, the contents of this section will report on the attitudes of Project ALOHA teachers only.

All teachers (100%) indicated that if given the opportunity to choose between HEP and some other curriculum, they would choose HEP. Likewise, 100% of the teacher comments regarding the HEP learning environment were positive. Thus, the general attitude of teachers toward HEP was very positive.

In addition to the above, teachers were asked to comment on specific aspects of HEP. Regarding perceived strengths and weaknesses of HEP, 76% of the teachers responding indicated that the diagnostic-individualized approach was a strong point of the program. Other programs strengths which were mentioned frequently were: peer-tutoring (mentioned by 65%); self-direction (47%); multi-modal approach to learning (41%); student freedom of choice and movement (29%); record keeping system (29%); and, manage-

TABLE V-1

Percentage of positive and negative attitudes of third grade students toward HEP

SUB-SCALE	ATTITUDE			
	Moderate to Very Positive	Somewhat Positive	Somewhat Negative	Moderate to Very Negative
HEP Teacher (items 1,2,6)	61.28	26.26	4.04	8.42
HEP Center (items 3,4,7,10)	49.25	19.25	9.50	22.00
Reading (item 5)	64.66	22.41	4.31	8.62
Other Children in HEP (item 8)	55.14	26.17	12.15	6.54
Overall Attitude Toward HEP[a]	55.76	22.72	7.39	14.13

Note: Items contained in each sub-scale are indicated in parenthesis.

a. N=106

ment system, curriculum, materials (24%). Regarding teachers opinions about program weaknesses, 24% mentioned a lack of traditional phonics analysis, while two teachers (12%) mentioned a lack of readiness activities, lack of reading comprehension check, need for individualized assistance in handwriting, difficulty in tracking spelling progress, too much dependence on machines, need for more kinesthetic activities, and a lack of understanding of the program by parents. It should be noted that there was much more agreement among teachers regarding program strengths than regarding program weaknesses. In addition, it should be noted that some of the comments regarding program weaknesses (e.g., "lack of traditional phonic analysis") represent personal opinions of teachers and may not necessarily reflect program weaknesses viewed from the point of view of the philosophy and rationale upon which HEP is based.

Ninty-four (94%) percent of the teachers indicated that they had incorporated some of the concepts or procedures into other subjects that they were teaching. Sixty (60%) percent of the respondents indicated that they had adapted specific HEP concepts (e.g., peer-tutoring) while 40% indicated that they had incorporated the HEP management system to another subject area.

Regarding the need for teachers to receive special training before initiating HEP in the classroom, all teachers (100%) responded in the affirmative. Comments to this question indicated that 53% of the teachers felt that special training should emphasize most of the HEP philosophy, 29% felt that it should emphasize most of the use of materials and 24% indicated management procedures, in addition to numerous other concepts which were mentioned only once or twice.

Teachers' opinions regarding the HEP curriculum were generally very positive. Teachers' responses regarding the usefulness of specific program components are summarized in Table V-2. Respondents indicated that the reading card stacks, instructional library, laminated writing books, and literature selections were most useful for students, while flocked letters were generally less useful. Teachers' comments regarding additions, delections, or modifications to the HEP curriculum were quite varied, with no specific comment mentioned by more than 3 teachers. No trend or general consensus was apparent in these comments.

In general, it can be concluded that teachers felt very positive about HEP. Comments of teachers indicated that they were quite satisfied with the HEP materials, although individual teachers might have desired to introduce minor modifications which fit their personal preferences.

ATTITUDES OF PRINCIPALS TOWARD HEP

Attitudes of principals of the Project ALOHA schools were assessed using the ALOHA Principal Questionnaire (See Appendix F). This questionnaire was distributed to five principals (two Project school principals were not present at the time the questionnaire was completed), three of whom responded. In general, the responses of principals were very similar to those of teachers.

TABLE V-2

Percentage of teacher responses regarding the usefulness of HEP components for portions of the student population

Component	Useful for at least 50% of the children	Useful for at least 10% of the children	Not useful at least 10% of the children
Reading card stacks	100	0	0
Taped books	71	29	0
Flocked letters	0	82	18
Language Master or EFI Program	88	12	0
Instructional Library	100	0	0
Laminated writing books	100	0	0
Paper writing tablets	94	6	0
Listening/speaking programs on cassette tapes	76	24	0
Songs program	66	34	0
Typewriting programs	76	24	0
Literature selections	100		0
Literature activities	88	12	0

All principals indicated that they felt positive about HEP, and would elect to install the program if opening a new school.

Regarding program strengths, the following comments were listed: truly individualized instruction, excellent materials, management system, teacher training, entry-exit criteria for each program element, peer-tutoring, and multi-modal approach to learning. Regarding program weaknesses, the following comments were listed by principals: writing program, late delivery of materials, lack of a comprehensive parent education element, and the "human element - teachers who fail to take advantage of the full system."

Comments of principals regarding special training for teachers initiating HEP in their classroom, indicated that all principals felt that such training was essential. In addition, all principals indicated that such special training should emphasize HEP philosophy, in addition to teacher responsibility, individualized instruction techniques, observation, and practicum activities.

In general, principals indicated that students had made greater progress in the program than expected. Principals indicated that "average" and above "average" students seemed to do well in the program, while immature and emotionally disturbed children, as well as children with bilingual problems did relatively less well.

From these data, it can be concluded, that principals like teachers, felt quite positive about HEP. Principals recognized that the program in its present form had some strenghts and weaknesses, but overall indicated that they would overwhelming choose HEP over other programs.

ATTITUDES OF PARENTS TOWARD HEP

Data on parent attitudes toward HEP were collected using the ALOHA Parent Questionnaire (See Appendix F). This questionnaire was distributed to parents (taken home by children) early in May. Parents were requested to complete the questionnaire and return it to school by the end of the school term (mid-June). Approximately 1200 questionnaires were distributed and 458 (about 38%) were returned.

Seventy-three (73%) percent of the parents returning questionnaires reported that they had visited the HEP center in their child's school. In addition, 80% of the parents indicated that they had attended school meetings at which the HEP curriculum was discussed; 79% indicated that they had attended two or more such meetings.

Responses to the questionnaire indicated that 93% of the parents felt that the HEP curriculum was a good program for their child. Sixty (60%) percent of the parents responding indicated that they would like their other children (those not in HEP) in the program, while 25% responded "I don't know" and 15% responded negatively.

Tables V-3 and V-4 summarize data regarding parent observations of their childs' behavior. In general, parents indicated that their children liked school more, read more, and talk about language work more often (as compared to parent expectations or to the behavior of other children in the family). Parents also reported that their children liked the reading component of HEP most and disliked handwriting most (although a greater percentage of parents reported that they didn't know which part of the program their child disliked most).

Parents' general opinion of HEP was very positive. Eighty (80%) percent of the parents felt that the program was excellent for their child, 7% felt that it was about the same as other programs, 5% felt it was a poor program, and 7% indicated that they didn't know enough about the program to decide. Fifty-nine (59%) percent of the comments by parents were positive toward HEP, 21% neutral, and 20% negative.

Overall, the attitudes and comments of parents toward HEP were very positive and supportive. From the data it can be concluded that parents who have children in HEP are quite pleased with the program.

ATTITUDES OF PROJECT ALOHA VISITORS TOWARD HEP

The attitudes of visitors toward HEP were assessed using the Project ALOHA Visitors Questionnaires (See Appendix F). Approximately 300 of these questionnaires were distributed to Project ALOHA visitors and about 10% were completed and returned.

The data from these questionnaires indicated that 77% of the visitors reported a positive impression of HEP and 7% reported neutral impressions. Comments calling for an opinion regarding the most desireable aspects of HEP were quite variable. Thirty-four (34%) of the respondents listed peer-tutoring, 31% individualized instruction, 17% self-pacing, 17% social interaction, 14% self-modivation, 10% HEP materials, 10% record keeping system, 10% organization of the program, and 7% the Literature Program. Comments expressing opinions regarding undesireable components of HEP were as follows: poor use of time by students (24%), length of time required to initiate students in program (10%), initial cost of program (10%), improper teacher management techniques (7%), teacher-pupil ratio (7%), need for more kinestatic activities (7%).

Visitors' comments regarding the desirability of introducing parts of the program into their community illicited a wide variety of responses, non of which was mentioned by more than three persons. Some of the program components which visitors indicated would be a desireable addition to their

Table V-3

Percent of Parents' Responses to Questions Regarding the Effect of HEP on Their Child's Behavior

	More	About the Same	Less
He/she likes school	66.67	31.37	1.96
He/she reads	77.24	19.69	3.07
He/she talks about his/her language work	63.01	33.42	3.57

Table V-4

Percent of Parents' Responses Regarding Program Components Which Their Child Likes/dislikes Most

Program Component	Likes Most	Dislikes Most
Handwriting	30.13	20.52
Listening	13.32	15.07
Reading	64.85	6.55
Typing	32.53	17.69
I don't know	4.59	29.69

Note: Data reported are percentage of parents marking each program components. Some parents marked more than one alternative.

programs were: record keeping system, Planning and Evaluation Circles, Language Systems Program, dialect variations, reading word stacks, tapes, typing program, peer-tutoring, cursive writing.

In general, the comments of visitors were positive. Although many comments contained reservations about passing judgment after only one or two exposures to the program, visitors generally indicated satisfaction with what they saw to the extent that three quarters of the respondents reported positive impressions of HEP.

RECOMMENDATIONS FOR THE 1974-75 SCHOOL YEAR

1. The attitudes of students, of teachers, principals, parents, and visitors continue to be assessed.
2. The Student Attitude Questionnaire should be modified to provide an assessment of attitudes toward HEP in relation to attitudes toward other subject areas.
3. Modification of the ALOHA Visitor Questionnaires.

CHAPTER VI

INSERVICE TRAINING AND ADHERENCE TO THE HEP INSTRUCTIONAL SYSTEM

HEP INSERVICE TRAINING

In an educational system as complex as HEP, inservice training for teachers and teacher aides is essential to insure correct implementation of the system. For this reason the HEP inservice is a comprehensive program which utilizes a demonstration center. Teachers are given extensive exposure through lecture, discussion, and reading, to the philosophy upon which HEP is based. Care is taken to give teachers an in-depth understanding of the rationale for all concepts of the HEP instructional system since understanding the philosophy and rationle for HEP is the most basic aspect of learning about HEP and the key to guarantying correct instructional procedures.

In addition to HEP philosophy, participants in the Inservice are given the opportunity to observe an HEP center in operation and examine instructional materials, in addition to practicum exercises which incorporate the use of instructional materials with pupils in the demonstration center.

The content areas contained in the curriculum are: 1) Philosophy of the Hawaii English Program: structure and organization of HEP; reading and phonics approach; testing; individualization; underlying theories presented through lectures and video tapes. 2) HEP Language Skills Program: introduction to the programs of reading, writing, listening, speaking; record keeping; the management system; differentiated staffing; planning and evaluation circles; peer-tutoring; classroom organization and discipline. 3) HEP Literature Program: structure and rationale; storytelling; creative dramatics; record keeping. 4) HEP Language System Program: overview; rationale; demonstration-teaching; examination of materials; micro-teaching. 5) Observation: observation of Language Skills and Literature classes; observer assignments. 6) Examination of materials: use of the teacher's manual to explore the vast array of instructional materials and the instructional statements for each learner goal. 7) Practicum: practice in use of the instructional materials with pupils in the demonstration centers. 8) Review of library resources: review of ALOHA and HEP library resources as they relate to the aspects of the program which are considered the various days of the inservice. 9) Discussion groups: meet with Installation Teachers and other resource persons to discuss problem areas; orientational and summary presentations regarding the various topics discussed. 10) Planning and Evaluation Circles: sessions beginning and ending each day to plan the activities of the following day and to evaluate the progress of each day.

Through a variety of plans, teachers are able to obtain one to ten units of course credit from San Jose State University for participation in the various components of the Summer and Continuing Inservice Programs.

Throughout the school year, continuing inservice training is provided for teachers as a follow-up to Summer Inservice activities and to provide training appropriate to each teachers' level of development and to meet specific needs (e.g., Handicapped Inservice).

LEVELS OF TEACHER DEVELOPMENT IN HEP*

The teacher creates, maintains, manages, and is herself part of an active responsive environment for learning. When functioning as an element in the responsive learning environment, the teachers' role is in response to the learner. Her emphasis in the curriculum at any given time is determined by the needs of the learner. Although the focus is on the learner, the teacher is the key to the responsive environment. She prepares and maintains the physical aspect of the learning environment in response to learners' needs. She provides opportunities for success. She enforces correct behavior. She guides and directs individual learners in their growth of responsibility and self-direction in learning. She is both a resourse person for learners and a model for the learner at work. Most importantly, she is a careful observer of the learning process. The quality and effectiveness of her direction and guidance is based on observing a child's initial responses, and encouraging one of them. There is no piece of equipment, there are no materials, and there is no other person in the learning environment that can provide the professional functions of observing, managing, guiding and directing learners and also providing them with a model of the learner at the adult scholarship level. These functions become more important for the teacher than lecturing, cueing, testing, correcting, and clerking.

The teachers' role in response to the learner is probably best exemplified in terms of the responsibilities or tasks she performs.

The Teacher as Manager of the Learning Environment

1. Prepares and maintains the physical setup:
   Sets up learning situations with equipment and materials, organizes storage and work areas for learners advantage to make things available to the learners; trains learners in the proper use of equipment and materials.

2. Trains tutors.

3. Matches tutors, learners and checkers.

4. Trains learners in the use of student tracking system.

5. Conduct Planning and Evaluation Circles.

The Teacher as Director and Guide

1. Conducts Planning and Evaluation Circles.

2. Guides and directs learners selections in order to maximize opportunities for success.

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* Adapted from the Hawaii English Program Language Skills Manuals, Volume I

3. Permits learners to:

    (a) make responsible selection of program materials;
    (b) tutor other learners;
    (c) function as checkers;
    (d) keep their own progress records.

4. Carefully observes learners at work, stepping in when necessary to instruct, correct, or re-direct.

5. Diagnoses on a continuing basis.

The Teacher as a Model-Scholar

1. Carefully observes each child and researches learner behavior.

2. Gathers data that helps her improve the "learning process."

3. Provides a model of the learner at the adult scholarship level.

Teachers participate in those inservice programs appropriate to their level of development, although many who have achieved higher levels of development (e.g., scholar level) continue to participate in the beginning level inservice programs (e.g., teacher-manager level) to maintain sharp-basic HEP skills.

HEP Instructional System, Inservice, and Improvement of Instruction

Past inservice efforts by school districts have often been less than successful, because teachers have lacked the tools to implement the new skills developed in the training sessions.

While it can be said that the complexity of the HEP Instructional System requires inservice, it is a more meaningful statement that the HEP instructional system facilitates an improvement of instruction program.

Being a system that includes learner goals, a management system, and the materials necessary for the teacher to implement the system, the HEP inservice is effective in improving instruction because the participants are given the tools necessary for applying newly developed teacher skills in their learning centers.

Thus, one asset of HEP is the contribution it makes in a meaningful program of teacher professional growth.

HEP INSERVICE TRAINING PROGRAMS OFFERED BY PROJECT ALOHA

Teacher-Management Level

Since the HEP Instructional System is comprehensive, the four week inservice workshop is essentially for learning the philosophy and rationale of the concepts involved, directed observation of the demonstration center, examination of materials and orientation to the teacher's manuals, and practicum in the use of instructional materials with pupils. This prepares the teacher to manage the system in a functional manner. (A schedule of the 1973 Summer Workshop is found in Appendix D.)

Teacher-Direction and Guidance Levels

Continuing Inservice is provided for teachers in HEP to help the teacher refine her skills in guiding children in maximum use of the system to meet individual pupil needs.

Teacher-Scholar Level

The ability to develop properly any curriculum materials needed for variation outside the system to meet a particular pupils learning needs requires many skills. The Advanced Inservice Training Course is for teachers who have been teaching in the system one year or more.

Handicapped Inservice

This inservice was designed to provide participants with training in working with children who may possess "learning disabilities" or students whose performance in the program might fall below the upper 95% (See Chapter III of this report). This inservice was designed to help teachers meet the needs of children such as those described in Chapter VII of this report ("Evaluation of the Utility of HEP to Educational Handicapped Students").

Teacher Participation in Inservice Training

A total of 74 persons enrolled in the Summer 1973 Inservice. Of these persons, 45 were from Project ALOHA schools: all 39 teachers plus some principals and teacher aides. The additional people participating in the Summer Inservice represented other schools which were installing HEP.

Regarding participation in the continuing inservice programs, all teachers (N=39) in Project ALOHA schools participated in some degree since this inservice involves meetings at Project schools between teachers and HEP consultants from Hawaii. During the 1973-74 school year continuing inservice activities occurred during the month of November, March, and May. In addition, 12 teachers from Project ALOHA schools participated in the 30-hour Teacher-Scholar Level Inservice program offered during the 1973-74 school year.

EVALUATION OF INSERVICE TRAINING

Evaluation of the Inservice training was accomplished through the use of two questionnaires distributed to each inservice participant. Questionnaires were mailed to participants at intervals of two to six months after the end of the inservice that the questionnaire was designed to assess. The reason for the delayed evaluation was to give the inservice participants an opportunity to evaluate the inservice in light of two or more months of in-the-classroom experience. This allowed an evaluation of the inservice program based on the opportunity to apply knowledge and teaching techniques acquired during the inservice program. This type of delayed evaluation was essential since many of the inservice participants (especially those registered in the Summer Inservice: Management Level) were to begin teaching in HEP for the first time and, therefore, had no HEP experience upon which they might base their evaluation of the inservice program immediately after the end of the program in July.

Two questionnaires were mailed to all 74 inservice participants. These questionnaires were completed and returned anonymously by mail to Project ALOHA. One questionnaire dealt exclusively with the evaluation of the 1973 Summer Inservice, while the other questionnaire was designed to evaluate all 4 inservice programs offered by Project ALOHA during the 1973-74 school year. Both questionnaires are included in Appendix D.

Seventy-four (74) Summer Inservice questionnaires were distributed and 24 (32%) were returned. Responses to each question were scored in terms of their positive or negative connotation regarding the inservice program.

Evaluation of 1973 Summer Inservice

Those questions in the ALOHA Inservice Evaluation: Summer questionnaire which called for a "yes" or "no" response dealt primarily with the relevance of the course content to HEP teacher objectives and whether or not the inservice course achieved its objectives. The responses to these questions were overwhelmingly positive; 90.48% of the respondents felt that the course was "meaningful" or pertinent to their teaching objectives while 94.74% indicated that the course achieved the objectives outlined in the course description. It should be noted that no one responded in the negative to either of these questions, but a few persons gave responses which were partially positive and negative.

One portion of the questionnaire assessed participants opinions regarding the relative emphasis given to the major components of the inservice program. The results of this question are summarized in Table VI-1. These data suggest that inservice participants would generally prefer to spend more of the inservice time examining HEP materials and working with pupils. A similar trend is apparent in participants responses to other questions regarding follow-up inservice activities, significant experiences during the inservice and suggestions for improving the inservice.

TABLE VI-1

Inservice participants opinions regarding relative emphasis of program components

Inservice Program Component	Increase	Same	Decrease
Theory and rationale for Concepts	5.26	63.16	31.58
Observations - Guided and Directed	0.00	94.74	5.26
Examination of Materials	36.84	57.89	5.26
Practicum use of Materials with Pupils	57.89	31.58	10.53

Note: Data reported are percentages

Regarding follow-up inservice activities (in addition to the Continuing Inservice), approximately 48% of the respondents felt that some type of follow-up program would be desireable. These data indicate that most Summer Inservice participants felt that the workshop sufficiently completed Teacher-Manager Level training.

Regarding a significant Inservice experience, practicum and working with children was mentioned by 42% of the respondents, followed by interaction with HEP consultants from Hawaii (19%), "rap" sessions (13%), program organization (13%), and workshop in general (6%).

Participant preferances regarding ways in which the workshop could be improved range from suggestions dealing with the problems of particular individuals (e.g., inservice hours or location of the inservice) to those of a more general nature. Of those suggestions in the latter category, 58% suggested increasing the amount of time involved in practicum and examination of materials, while 17% suggested more discussion among participants. Seventeen percent (17%) suggested more differentiation of HEP curriculum (e.g., Language Skills, Literature, Language Systems) and 8% dealt with increasing individualization of instruction for HEP participants.

Thus, two general statements can be made regarding evaluation by participants of the 1973 Summer Inservice. First, the overwhelming response toward the inservice was positive. Second, in terms of the content of the program, participants indicated that they generally found inservice activities such as practicum experience and the opportunity to interact with HEP materials and pupils more meaningful and pertinent than other inservice activities and correspondingly, would like to see a greater emphasis on these activities in future inservice programs. This second finding was not unexpected since so many of the participants were beginning HEP teachers (i.e., Teacher-Manager Level). Although knowledge of HEP philosophy and rationale for concepts is important at this level, perhaps from the beginning teacher's point of view becoming familiar with materials and developing teaching strategies and techniques (i.e., learning to manage the learning environment) seems most important.

Evaluation of Continuing Inservice Programs

Evaluation of all Project ALOHA Continuing Inservice Programs was accomplished through the use of Inservice Questionnaire for HEP Teachers. Participants were mailed the questionnaires which was then completed anonymously and returned to Project ALOHA by mail. Thirty-nine (39) questionnaires were mailed out and 13 (33%) were returned. The complete ques-

TABLE VI-2

Teacher estimates of their mastery of HEP Teacher-Manager Level instructional skills and effects of ALOHA Inservice on skill development

HEP Instructional Skill: Teacher-Manager Level	Extent (0-100%) to which mastery has been achieved	Extent (0-100%) to which level of mastery attributed to ALOHA Inservice
Prepare and maintain physical set-up	85.77	75.42
Train tutors	91.54	70.45
Match tutors, learners, and checkers	87.69	67.92
Train learners in the use of the student tracking system	80.00	68.50
Conduct Planning and Evaluation Circles	93.46	74.58
TOTAL	87.69	71.37

Note: Data reported are mean scores

TABLE VI-3

Teacher estimates of their mastery of HEP Teacher-Guide Level instructional skills and effects of ALOHA Inservice on skill development

HEP Instructional Skill Teacher-Guide Level	Extent (0-100%) to which mastery has been achieved	Extent (0-100%) to which level of mastery attributed to ALOHA Inservice
Conduct Planning and Evaluation Circles	92.31	72.08
Guide and direct learners selections	91.54	72.08
Permit learners to: make selections, tutor others, function as checkers, keep own records	96.15	73.33
Observe learners and instruct, correct, or re-direct when necessary	93.08	72.08
Diagnose on continuing basis	87.69	75.00
TOTAL	92.15	72.91

TABLE VI-4

Teacher estimates of their mastery of HEP Teacher-Scholar Level instructional skills and effects of ALOHA Inservice on skill development

HEP Instructional Skill: Teacher-Scholar Level	Extent (0-100%) to which mastery has been achieved	Extent (0-100%) to which level of mastery attributed to ALOHA Inservice
Carefully observe each child and research learner behavior	78.64	73.89
Gather data that helps improve the "learning process"	67.73	80.00
Provide a model for the learner at the adult scholarship level	69.00	73.13
TOTAL	71.79	75.67

Note: Data reported are mean scores

tionnaire is included in Appendix D of this report.

Ninty-two percent (92%) of those participants returning questionnaires indicated that they felt the inservice program was meaningful and pertinent to their teaching objectives and that the inservice achieved the objectives outlined in the course description. The remaining 8% indicated that parts of the inservice were meaningful and that some of the course objectives had been achieved. In addition, comments to these questions were 85% positive and 15% neutral; none were negative.

Participants were also asked to rate their level of mastery for each of the teacher instructional skills for each level of teacher development, and to indicate the extent to which they believe their development was due to some part of the Project ALOHA Inservice programs. Table VII-2, VII-3, and VII-4 summarize these data for Teacher-Manager, Teacher-Guide, and Teacher-Scholar Levels of teacher development, respectively.

In general, these results indicated that teachers believed that they have achieved high levels of teacher development and give much of the credit for development of HEP teacher teaching skills to the Project ALOHA Inservice programs. These data indicated that from the teacher's point of view, inservice training is essential for teachers in HEP.

Regarding their estimate of the overall value of the Project ALOHA Inservice programs for teaching in HEP, 69% of the respondents indicated that the programs "absolutely essential," 23% "very essential," and 8% "quite useful." No one indicated that they felt the inservice programs were "not very useful" or of "no use at all." Thus, it can be concluded that from the teacher's point of view, inservice training is an intricate part of HEP. In addition, it can be concluded from teacher's responses to the questionnaires that the Project ALOHA Inservice training programs were quite meaningful and useful to HEP teachers.

EVALUATION OF TEACHERS ADHERENCE TO THE HEP INSTRUCTIONAL SYSTEM

In order to assess the effectiveness of HEP in teaching children Language Art skills, it is essential that the teachers adhere closely to the system of instruction described by program planners. Thus, the general purpose of assessing the degree to which teachers adhere to the HEP instructional system is to determine the extent to which the evaluation of student performance is an evaluation of the HEP system rather than some variation on HEP. In addition, since much of the training in HEP is provided in the Inservice program, an examination of teacher's adherence to the HEP instructional system is also an indirect assessment of the effectiveness of the inservice training programs.

System Adherence Checklist

Teacher adherence to the HEP instructional system was assessed through the use of the System Adherence Checklist (SAC) which was developed by HEP staff and administered by independently employed observers. The SAC observation instrument is included in Appendix E of this report.

The development of SAC was accomplished by adapting teacher-instructional criteria designated by HEP planners in Volumes I & II of the HEP Language Skills Manual. These criteria were adapted to an observation-checklist format for the SAC.

The SAC contains 57 specific statements, some of which represent behaviors which are appropriate in an HEP learning environment, and others which are not. An observation was scored as "+" if a behavior or an event appropriate in an HEP setting was observed to occur or a behavior or event inappropriate in an HEP setting was not observed during the observation period (one entire, uninterupted HEP session). The total system adherence index was obtained by computing the percent of SAC items which were scored "+". (The scoring key for SAC is included in Appendix E.)

In addition, system adherence indices were obtained for specific groups of similar behaviors or events by computing scores for groups of similar SAC items. Using this procedure 5 SAC sub-scales were identified. Sub-scales reflect adherence to the HEP instructional system as demonstrated by:

1. Planning and Evaluation Circles procedures (SAC items 1-5, 45-49);
2. Pupils demonstrating appropriate behaviors (items 6-17);
3. Teachers demonstrating appropriate behaviors (items 18-26);
4. The presence of appropriate HEP materials (27-36);
5. Appropriate card stack procedures (page 5 of SAC).

SAC Observations

The SAC observations were completed by four graduate students in Education from San Jose State University who were employed and trained specifically for this task. Training of SAC observers required about 3 hours and included a general orientation to HEP philosophy and procedures (one hour) and detailed instruction in the correct use of the SAC, i.e., detailed explanation and discussion of how specific observations should be rated with SAC. After training, observers selected centers to be observed and independently completed SAC observations.

SAC observations were taken in 19 of the 29 ALOHA HEP sessions. This sample represented 65.52% of the Project ALOHA HEP sessions and a representative cross section of Project ALOHA schools and centers.

Results of SAC

For all SAC observations combined, 91.48% of the observations were scored positive or plus, i.e., in adherence with the HEP instructional system. The degree of adherence to the HEP system by teachers far exceeds the 75% criterion projected in the 1973-74 Evaluation Plan. From this data it can be concluded that Project ALOHA teachers follow closely the instructional guidelines (including the establishment of an appropriate HEP learning environment) as described by program planners in the HEP Language Skills Manuals.

In regard to SAC sub-scale scores, Table VII-5 provides a summary of scores for each of the 5 areas. In general, these data indicate that the pattern of system adherence was quite consistent across the five areas with the exception of "Stack procedures" for which appropriate behaviors were observed 62.50% of the time. It should be noted however, that the procedure for this sub-scale required the SAC observer to randomly select one tutor-learner pair for observation during the HEP session. Thus, the sample of behaviors upon which observations for this sub-scale were based, spans a somewhat shorter time duration (averaging about 5 minutes) as compared to other SAC observations (based on observation of an entire HEP session, usually about 75-90 minutes).

In general, it can be concluded that Project ALOHA schools have installed HEP in a manner highly consistent with the system as described by program planners and that the student performance in Project ALOHA schools can be construed as performance representative of HEP students. The fact that 91.48% of the SAC observations indicated adherence by teachers to the HEP instructional system concepts, reflects a successful inservice component by Project ALOHA.

TABLE VI-5

Percent of adherence to HEP instructional system by SAC sub-scale

SAC Sub-scale	Percent adherence
Planning and Evaluation Circles	87.89
Pupil Behavior	92.98
Teacher Behavior	94.15
Materials	100.00
Stack Procedures	62.50
Overall	91.48

Note: Behaviors which constitute these sub-scales are described in Appendix E.

Recommendations for the 1974-75 School Year

1. Inservice training programs for Project ALOHA, other HEP teachers, and other interested persons should be offered to the same degree or increased in scope for the 1974-75 school year. It should be noted that the 1974 Summer Inservice program was conducted during June and July of 1974 and that expanded Continuing Inservice programs are planned.

2. Evaluation of the inservice programs using modifications of the 1973-74 Inservice Questionnaires should continue.

3. Evaluation of adherence to the HEP instructional system should continue, including use of the System Adherence Checklist.

CHAPTER VII

EVALUATION OF THE UTILITY OF HEP TO EDUCATIONALLY HANDICAPPED STUDENTS

MEETING THE NEEDS OF EDUCATIONALLY HANDICAPPED STUDENTS

Introduction

Examination of the utility of the Hawaii English Program curriculum for students, who are educationally handicapped (EH), was initially planned as one of the five basic goals for Project ALOHA. This continues to be a major area of focus to the project.

During the 1973-74 school year the special needs component focused on three major areas of concern. These concerns are described in terms of questions which we hoped to begin to answer during the 1973-74 school year.

a. How does the HEP learning environment meet the needs of educationally handicapped children? The focus of this inquiry is on the HEP system without the use of additional resources in terms of materials or personnel. In other words, what specifically does HEP offer to children with learning handicaps that a traditional classroom does not?

b. What interventions are possible in an HEP learning environment? This question is directed to a very pertinent issue in education today. That is, the use of special education personnel within an integrated learning environment.

c. How can planned variations, additions, or revisions of HEP materials be used to enhance the ability of teachers to further individualize the program for handicapped children? This question is directed toward the ability of HEP to function as an open-ended system. The HEP planners recognized the fact that no system is ever beyond refinement for individual children. HEP, therefore, has established a systematic method for dealing with additions or modifications to the program.

THE SPECIAL NEEDS COMPONENT

In order to answer the above questions regarding the way that HEP meets the particular needs of educationally handicapped children, a special project component was developed. Since the project's inception this special needs component has taken on the dual responsibility of providing additional input for evaluation and providing a service to project schools.

Data Gathering

The special needs component functions in a data gathering capacity to provide the project with information needed for evaluation. The data is gathered in such a way as to provide additional information to project schools regarding the progress of children with learning problems. In addition, information is gathered to provide input for future modifications of the HEP system for handicapped pupils. Data gathering has taken two forms. EH children are looked at as a subgroup of project children in general. Also, indepth case studies have been done on two EH students from each project school. These case studies enable the project to study the progress of individual EH students in a comprehensive manner. The case studies have also provided additional information to teachers concerned with these children.

Coordination of Efforts to Meet Special Needs

Another function of the special needs component is to focus teachers' attention on possible steps toward meeting the special needs of their EH students. During the 1973-74 school year this involved coordinating the efforts of local special education personnel with the classroom teacher's effort, whenever possible, for the children in the case study group. When a plan was developed for an individual child the results of the intervention were recorded, anecdotal records were kept, and some evaluation took place. This process of data gathering, coordination of resources, planning and evaluation will be continued during the 1974-75 school year with increased emphasis. This practice should provide for better service to the schools. Also, it will enable the project to collect more meaningful data on possible types of intervention for EH pupils.

Teacher Aides

To enhance the teacher's opportunities for putting the plans for a particular child into effect several teacher aides were provided by the project to work with selected children. These children included those who were being studied by means of the case study as well as additional children who were evidencing difficulties in the classroom.

The teacher aides were college students majoring in education, who had some experience working with children. They were trained by the Coordinator of Special Programs in techniques of working with young children, philosophy of HEP, record keeping, and HEP materials. This effort was very successful and will be continued next year.

It is hoped that we can provide one teacher aide per school to work with selected children on a one-to-one basis. The aides will also receive more extensive training. This will enable them to function more effectively, and in some cases to assume the major responsibility for monitoring the progress of certain children in terms of objectives agreed upon by project and school personnel.

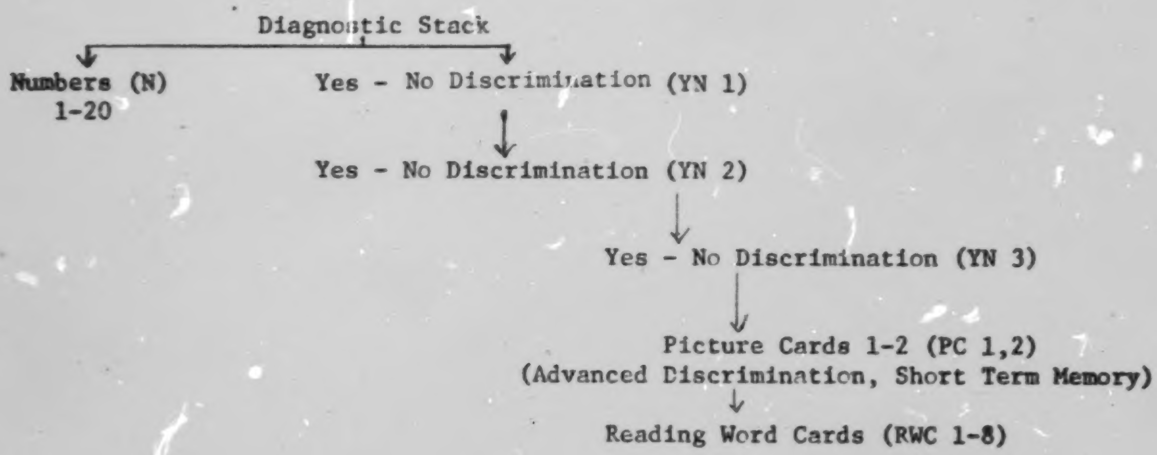
Computerized Continuous Monitoring

In addition to the information gathered by the teacher aides, and the Coordinator of Special Programs, the project utilizes a computerized system of data collection called continuous monitoring. This involves recording the starting, completion, branching and diagnosed out dates for each element in HEP for every child in the project.

Special computer programs have been written to provide the project and project schools with very useful information regarding the progress of EH students in general as well as specific EH children. By using a program which gives completion percentages for any element designated, it is possible to compare the completion rates of handicapped and regular children within the project. Another program lists children who have and have not completed a particular element. Since the elements in HEP are sequenced into a skills continuum it is possible to determine the exact progress a child has made in moving toward literacy.

An example of a portion of the skills continuum without branching and in one mode (visual) follows:

SEQUENCES IN READING


Diagnostic Stack
Numbers (N) 1-20
Yes - No Discrimination (YN 1)
Yes - No Discrimination (YN 2)
Yes - No Discrimination (YN 3)
Picture Cards 1-2 (PC 1,2)
(Advanced Discrimination, Short Term Memory)
Reading Word Cards (RWC 1-8)

The above example illustrates the sequence of skills which makes up a portion of the skills continuum. The program elements have been sequenced to provide for the teaching of lower level skills necessary for the completion of higher level skills. In this example discrimination of capital letters (YN 1) is followed by discrimination of small letters (YN-2) than by discrimination of words (YN 3). These skills are then utilized in the PC, component which teaches a more advanced discrimination skill coupled with the use of short term memory. This skill is further developed in the RWC component, where the internalization of word patterns begins.

It must be remembered that this example assumes that the child has been diagnosed as needing YN 1 and is able to progress in the visual mode. A complete flow chart for the reading strand (with the portion represented in this example shaded in) is included in Figure VII-1.

During the development phase of HEP, projections were developed for completion of certain key elements in the program and percentages of children completing these key elements were hypothesized. During field testing and subsequent statewide installation in Hawaii and Project ALOHA schools these projected percentages were validated by actual completions of children in the program.

The completion percentages are computed in terms of 95%, 50% and 5% of children in HEP. Through the use of continuous monitoring it is possible for the project to determine who the children are that are falling in the bottom 5%. This can provide very useful information to project schools in terms of focusing attention on those children who may be in need of additional services.

The percentages program of the computerized continuous monitoring will give information as to the children who are falling below expected completions for 95% of HEP children. Names of specific children can be given to teachers and principals and efforts can be made to intervene if necessary. The children designated as falling in the bottom 5% will not be labeled - nor will prescriptions necessarily be written for them. The lists will be used to make teachers aware of children who may need additional guidance. This will also contribute to the early identification of EH children.

One additional program will be used which will provide a listing of program elements which were designed to be used concurrently. This will provide teachers with a list of programs that a child could be working in. This is particularly meaningful for a child with specific learning disabilities. Often his difficulties in reading, for example, are due in part to a lack of appropriate auditory skills. Teachers who are concerned about a particular child will be given a list of program activities which relate in some way to the skill with which he is having difficulty. These will not be rigid prescriptions, rather they will provide additional information from which the teacher can draw in planning for a particular child.

Profiles

An individual child's profile of work completed and in progress in the program can be obtained at any time. See Appendix B for a sample profile. The profile lists program elements started and completed for each school day beginning with the child's initial entry into HEP. The main body of the profile gives daily starts and completions while the first few numbered entries list elements completed during previous years.

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THE ERIC DOCUMENT REPRODUCTION SERVICE

The ability to provide teachers with this type of information is unprecedented. We will want to utilize this information carefully and yet as extensively as possible. The possible uses for profiles includes providing the teacher with a graphic representation of a particular child's work in the event that some type of intervention is planned. Also, it will make consultation with special education personnel more meaningful. Often, it is difficult for persons unfamiliar with HEP to focus on particular areas where a child is having difficulty. The profile will show progress and areas of need and will focus attention on an objective appraisal of the child's progress. Also, the profile provides meaningful data for consultants in Hawaii, who may be called upon to suggest program modifications or directions for other possible interventions.

The profiles will give meaningful information on the ways in which handicapped children utilize the program. Certain patterns may emerge in terms of areas of difficulty for certain types of children as well as varying rates and patterns of completions. This information will be used in teacher inservice during the teacher as a guide level of training.

THE EARLY IDENTIFICATION MODEL

During the 1971-72 school year the Center for Planning and Evaluation (CPE) in San Jose, California did considerable work on the development of an identification model for educationally handicapped students. This work is reported in Chapter F of the 1971-72 Project ALOHA Evaluation Report. Based upon a review of the results, and discussions with responsible persons at the Bureau of Education for the Handicapped - United States Office of Education, (USOE), it was decided to continue the development of the early identification model.

Identification of Subjects

On the basis of the CPE report as well as conversations with persons at the Bureau for the Handicapped, USOE, students were initially identified for the EH component based upon teacher recommendation. This method has been found to be the most useful and accurate method available for Project children and was continued this year.

During the 1972-73 school year, teachers attended a two unit inservice training course which focused on the early identification of children with learning handicaps. The inservice was coordinated by Linda Rieger, Learning Disabilities Specialist, who consulted with special education personnel from the seven project schools. Two consultants, Richard and Ann Port, were brought in from Hawaii for the inservice. They were original planners for the Hawaii English Program. The course content included Diagnosis (8 hours) and Treatment (16 hours).

In addition, the project teachers have participated in numerous discussions with project personnel regarding the identification of potentially handicapped students. These discussions have been held to carefully delineate the criteria, in terms of behavioral descriptions, used for categorization into the EH group.

Identification Procedure for the 1973-74 School Year

During the months of January and February of this year, meetings were held with HEP teachers at each school to re-acquaint them with the identification procedure. Each teacher was given a packet containing a cover letter describing the purpose and importance of the identification process.

The packet also contained a list of nine categories taken from information received from the Bureau of the Handicapped and acceptable to the State of California as acceptable definitions of handicapped children. In addition, checklists were provided for four of the categories to provide additional information about children listed in those categories. See Appendix G for a sample packet.

In addition to listing handicapped children by category, we asked for an indication of the child's placement in terms of certification by special education personnel. Three categories were used for this purpose, (C) certified, (R) referred, and (N) not referred.

A child who is listed as (C) is one who has been tested and evaluated by a certified school psychologist as eligible for a special program as defined by the State of California. A child listed as (R) is one who has been referred for diagnosis to qualified district special education personnel. Often, this referral followed an initial informal screening by a psychologist, learning disability specialist, or a committee formed for this purpose. A child listed as (N) is one for whom no official action has been taken, yet, but is considered by the teacher to have specific learning problems.

For our report to the Bureau of Education for the Handicapped we eliminated all children listed as (N) in all categories. This was due to the fact that we felt that we could not adequately justify their placement in the handicapped group.

EDUCATIONALLY HANDICAPPED SUBJECTS

We identified 216 children as educationally handicapped. Of this total 88 fell into more than one category, therefore, they were listed as multihandicapped. Children fell into seven of the nine categories. No children were listed in category 1, trainable mentally retarded, or category 2, deaf.

The 216 students identified made up the total population of children who were considered to have learning handicaps. This was 17 percent of the total number of children in HEP project schools. Since the students were assigned in a random manner to HEP classrooms this percentage of handicapped students is within expectations for the general population. This group was used to provide a gross comparison between the functioning of unidentified students in the Project and handicapped students.

In addition, a more detailed analysis of progress in HEP was done on fifteen EH students who were chosen for in-depth case study.

The Short-Term Need for Classification

The ultimate goal in HEP is to completely eliminate labels such as educationally handicapped or other such designations. We see our classification of students here, as a means to identify those children who would be considered handicapped in a traditional educational setting.

This classification of children as handicapped or non-handicapped is seen as a necessary evil in that we want to be sure to focus attention on them for evaluation purposes and to become aware of their particular needs. At the same time, we remind ourselves and all personnel concerned with these children that the labels are for statistical purposes only.

The children are never referred to in terms of their "handicap", nor are they subject to any particular treatment as a result of having been identified. They remain in the mainstream of the classroom at all times and are given additional help within the classroom setting whenever possible if they need additional resources.

At present, we know that the learning needs of all children are not being met by HEP standards, and there is still a need for refinement, additions, and modifications of the program for certain children. The needs of these children are being met much more efficiently in HEP than in a traditional setting, however, we are striving for a system which will meet the needs of every child for developing his ultimate potential.

THE LEARNING ENVIRONMENT

The HEP system strives to meet the special needs of handicapped students in a variety of ways. These can be thought of under several headings, individualization, materials, learning environment, and curriculum.

Individualization

The following is an excerpt from an article by Gerald Dykstra and Shiho Nunes, "The Language Skills of the English Project," which was published in March, 1970, in an issue of Educational Perspectives, Journal of the College of Education, University of Hawaii.

> "(Children) differ in scholastic aptitude, intelligence, or ability; in socio-economic background; in interests; in ability to communicate and in meanings they attach to words and behaviors and things; in attention span and thresholds for boredom; in attendance and absence from class sessions; in energy and need for rest; in styles and rates of learning and levels at which learning plateaus are reached; in educational needs; in physical needs, including hunger, hurt, and moods; in needs for indications of success or approval; in needs for supervision; in needs for peer association and indications of peer acceptance; in needs for educational guidance and advice; in needs for participating in decisions affecting their own activities; and so on, ad infinitum. These differences imply that the route a child takes to skills development, the specific content of programs, the manner of presentation, and the rate of his progress must match as nearly as possible his specific needs, abilities, and interests."

The concept of individualization means many things to many people and is fast becoming a cliche' in educational circles today. It has come to mean anything from having some type of "contract system" to limiting the size of reading groups to five or six. The concept of individualization in HEP is a total concept. By this is meant that the HEP classroom accepts and accommodates all types of learners. "Acceptance" is a part of the system and is possible due to the unique environment, materials, curriculum, and teacher training program in HEP.

Accepting the individuality of the learner includes recognizing that students differ in previous achievement, rate of learning, style of learning, interests, and attention span. Many educators would agree with this conception of individuality, but this recognition has never been expanded to the extent of developing a means of assuring that this belief can be put into practice in the classroom. The implementation of classroom procedures to insure that the individual needs of a child are met must be the core of any program that attempts to deal with the specialized needs of handicapped children. The HEP planners thought through the practical application of their philosophy to the actual classroom situation and developed tools to carry out their ideas in the classroom.

Environment

The learning environment of an HEP center is ideal for a child with learning handicaps. The materials have been prepared to accommodate individual differences in level of achievement and rate of learning. In addition, differences in attention span, unique learning styles, needs for recognition, and the ability to be self-directed have been provided for.

The typical HEP center is a large room which has been divided into various learning centers. Each center contains materials which have been sequenced in level of difficulty. There is a large open area in the center for the children to use for group meetings at the beginning and end of each session and for literature and creative drama. Tables and chairs are set up in various centers and throughout the room. Most classrooms have a comfortable area with pillows and back rests, where children can read. The room is carpeted and the children are free to sit on the floor, at a large table, with other children, or at a private study corral. This is particularly important for handicapped students who often find the typical classroom to be too distracting or restrictive.

Children move freely from one activity to another. Handicapped students do not have to spend long periods of time at a desk but are free to locate their own materials and find a suitable area for work. This gives ample opportunity for free yet purposeful movement within the classroom.

The students are encouraged to plan and evaluate their own behavior as much as possible. They tutor each other, record their own progress, and gather and return their own materials. This frees the teacher to spend more time with individual children who are having particular problems - often this is a handicapped child. She can structure a student's time and activity as much as is necessary - and when he is able to manage his own behavior she relinquishes control to the degree that he can assume responsibility for his own learning.

The materials in an HEP center are always available to a learner. This means that it is possible for a learner to begin where he left off with his previous work on an element. This is especially relevant to handicapped students for if it becomes necessary to remove a handicapped child for special classes, etc., he is able to begin where he left off when he returns. Instead of completely missing the materials presented during his absence - as in a traditional classroom, he simply uses his record folder as a guide and plans with his teacher in the regular manner.

The student record folder is his record of his progress in the program. The student and the teacher keep track of his progress and this information is available at all times. He also marks his place on an individual element by means of an adhesive sticker that has his name and the date when he began the element written on it.

A typical HEP center is a cross-graded primary (K-3), or a (4-6) classroom. This contributes to the ability of a handicapped child to blend into the group and avoid becoming an isolate. There will always be children who are more advanced and not as advanced as he in the classroom. A handicapped child can always tutor a younger child. This contributes greatly toward building a positive self-concept in a handicapped child, who often feels incapable and isolated in a traditional classroom. The class make-up and resulting atmosphere in HEP also prevents the development of a cycle where learning problems lessen self-esteem, and this contributes to the development of more learning problems.

Materials

The materials available in an HEP center also help to make individualization in terms of pacing, modality and learning patterns possible. Many of the materials are especially suited to assist pupils with learning disabilities. Materials are available in the classroom to help remediate disabilities in decoding, processing and encoding information received. For example:

Auditory Discrimination:

- Sounds of English
- Plurals - Auditory Cards
- Dialect Markers - Auditory Cards
- Task Oriented Communication
- Taped Books
- Recorded Songs

Visual - Motor

- Typing
- Cursive Writing (Film Loops)
- Task Oriented Communication

Visual Perception

- Colors and Shapes
- YN 1-3 ("Does this look like this?")
- Prepositions
- Task Oriented Communication

Visual Memory

- Phrases and sentences using RABC cards
- PC 1, 2 (pictured word cards which utilize visual discrimination and short term memory)
- Audio Card Books

The materials utilize three learning modes - auditory, visual, and tactile. In the reading strand, for instance, a child with auditory discrimination problems would be directed to the visual stack mode (flash cards on rings attached to a plastic base) in order to teach to his strengths. At the same time, he would be directed to various elements in listening and speaking to help develop his auditory abilities. If it is needed he can be given materials utilizing the tactile mode such as flocked cards.

Pacing is individual. A handicapped child is never penalized for not keeping up with the "group". Indeed, he is never compared with a "group" since each child is able to progress through the various elements in his own unique way. He is not held back from progressing rather quickly in some areas. This is very typical, for instance, for a child with specific learning disabilities. He often has some abilities which are very well developed in comparison with other abilities. He can progress in his strong areas and attain very concrete satisfaction from knowing that he is doing well, while he is working in other areas which are more difficult for him.

The massiveness of the materials in an HEP center is difficult to describe. There are approximately 700 elements in the program and many of these have been broken down into individual segments such as work cards, which can be manipulated to provide for very small steps through the materials for an individual learner. This is best illustrated by the use of the RABC cards. The RABC cards are audio cards which contain the same words as the card stacks in an audio mode. The typical use of this element involves having the learner listen to the words using an audio card reader. The cards are packaged in envelopes containing about five cards. For some learners this is too difficult a task.

There are various ways to make the task more manageable for such a child. The first is the use of the phrases and sentences procedure which involves having a tutor read one card to the learner. When the learner is able to read that word, another is added. When he is able to read both words, in any order, another is added and so on until the learner is able to read all of the words in the packet in any order. Many variations of this procedure are possible. One that can be used when a classroom teacher or special education teacher works with the child involves having the child choose one word to learn. When he knows that one another is added. He is then required to make a discrimination response by answering the question, - "How are these the same?" At a higher level he may be asked to point to a particular word, finally, he is asked to read them in any order. This illustrates the way in which a special education teacher might adapt the materials to meet a certain child's needs.

The method used to teach reading in HEP is a linguistic phonic approach. This is an excellent method for children with learning handicaps because the use of the regular spelling patterns enables the child to learn to decode in an orderly manner. The sound - letter correspondences are held constant until he develops confidence that the system can be mastered. This method ends the confusion which typically results with traditional phonics approaches when the newly learned rules are found to have a multitude of exceptions.

This method, with its emphasis on inductive learning does not hamper a child with difficulties in memory. He is never called upon to learn rules or letter sounds in an abstract sense. He learns to read much like he learned to speak - inductively.

The handwriting component teaches cursive writing, which is especially helpful for children with visual motor and visual perception problems. Reversal errors are very infrequent in cursive writing unlike the frequent reversal errors which result when many children with learning disabilities write in manuscript form.

The typing program is an excellent teaching tool which is useful for reinforcement of reading skills, and serves as a training method for small motor and visual perceptual development. This skill is very worthwhile for a child whose weak motor skills make handwriting very difficult. He can be working on his handwriting while learning typing as an acceptable method of communication.

Typing provides immediate visual feedback. The handicapped child learns to discriminate different letter forms and learns that the blank spaces between letters are very important in the formation of words. This is a skill that many children with perceptual problems need help in developing. This same generalization is applicable to his learning to perceive the lines on a printed page.

The listening/speaking program is aimed at teaching phonology, vocabulary, grammar, language variations, communication tasks and songs. The component has been developed to provide the listener and speaker with an opportunity to develop listening and speaking skills while engaging in a communication activity. The early levels of the component give the learner practice in producing various phonemes. They are presented in dyads such as sheep and ship and the correct utterance evokes a particular response from the listener. The activity focuses on communication rather than an abstract pronunciation or imitative response. If a child is having great difficulty in producing a particular speech sound, he would not act as a model for another child, but more often than not he can be given practice in this area because he is able to communicate with another person even if his pronunciation is not perfect.

Teacher Inservice

Teacher inservice is a very important aspect of the work of Project ALOHA. All new teachers are required to attend a four-week summer inservice which prepares them to teach HEP.

Consultants come from Hawaii, a demonstration center is available, and experienced teachers serve as models and "peer tutors" during the workshop. A great deal of the philosophy of HEP in terms of accepting children as they are is included in the curriculum. Teachers are encouraged to recognize the handicapped child as one who has unique needs. She is encouraged to view him, however, as a total person with strengths as well as weaknesses and that development of his potential will come from teaching to those strengths.

The HEP Goal System

The HEP goal system contributes to the utility of HEP for teaching handicapped children. Steps in learning a particular skill have been broken down to very small steps, each with behaviorally stated entry and exit criteria. When a child is unable to progress, the exact skill which he is unable to complete is known. For instance, if a child is having difficulty in handwriting the special education teacher or classroom teacher knows his exact difficulty. He may have difficulty at a beginning level with writing numbers. His difficulty may be in writing numbers between the appropriate lines, or he may be unable to make a circular movement such as would be involved in making a zero or a six. He has probably demonstrated some skills. He can copy straight lines but these are written from right to left instead of left to right. By observing the exact element that the child is having difficulty with the teacher can give the special education teacher a specific diagnosis not one based upon test results which may or may not relate to his classroom behavior. The teacher's job then becomes helping with this particular difficulty rather than attempting to remediate something in the child called a "visual perception problem" or "position in space disability." In planning to meet his needs, she may need to use some of the same tools she used after making such a global diagnosis, but her efforts now are directed toward meeting his specific needs.

The approach taken in HEP is to meet a learner's needs immediately. If the child is having problems learning the big letters, for instance, other methods of teaching the big letters - audio, tactile, etc., would be used to teach him. Any teaching activities used would be directed toward teaching that particular skill. Then, when he had learned the big letters he would be back on his particular "track" and would continue through the skills continuum.

This is the most important aspect of HEP's utility for teaching handicapped children and its importance is being realized more and more. Unlike a more traditional practice which involves labeling a handicapped child in gross terms and then attempting to remediate his huge problem area with activities with no proven usefulness, the HEP materials focus the teacher's or specialist's attention on a particular skill that the child needs help in accomplishing. The degree of effort at remediation then, is directed toward helping the child master that particular skill. This may involve using traditional materials for remediating a "visual perceptual disability" or it may not. In any case, the specialist's efforts can be directed toward a meaningful effort toward helping the child in a concrete way to master a specific skill. The implications for utilizing special education teachers in this way are enormous.

The goal system guarantees that after the child is branched, and intervention takes place, he will be on target again toward literacy and the efforts of the specialist or teacher can be directed elsewhere until he needs another type of intervention. A paper illustrating the HEP goal structure can be found in Appendix H. This paper is included as a definitive statement of the HEP goal structure. It contributes greatly to the understanding of the HEP system and its relationship to the education of handicapped students.

Achieving the Totally Responsive Environment

The ultimate plan for the responsive learning environment is to provide a student with all of the materials, programs, and teaching skills necessary for him to succeed without the need for remediation. In this setting "intervention" will be provided on an immediate basis, either by the materials themselves or by a teacher. This will eliminate the need for classifying students in any way. Pupils will be seen in terms of their learning needs at the moment, not in terms of disabilities or weaknesses.

In order to accomplish this goal, the children who are traditionally labeled as handicapped are being studied in terms of their particular needs which are not being met. Hawaii is developing modifications for children who are designated as Educable Mentally Retarded. Project ALOHA is using the case studies and other data gathering programs to contribute information for this purpose.

Analysis of Progress of Educationally Handicapped Pupils

For our analysis of the progress of EH children in project schools this year, we looked at completions of learner goals of children identified in 1973-74 as handicapped. We found that in comparing the lists of children identified last year (72/73) with those identified during 1973-74, there were thirty-six children of last years group (72/73) who were not listed by teachers this year These children were eliminated from our analysis because we felt that we could not adequately justify including them in the EH group.

In order to assess the progress of the EH pupils we analyzed their progress through the skills continuum which is made up of carefully sequenced learner goals. This analysis is in terms of the number or percentage of children completing various learner goals by grade level.

Since the HEP program is sequenced into a skills continuum it is possible to use selected program elements as check points for completions. For instance, 95% of all kindergarteners are expected to complete YN3 during their kindergarten year. This completion then is used as a check point for completion at the 95% level. Since these projections are based upon the actual completion rates of children at each grade level in HEP in Hawaii and Project ALOHA, pupils who do not complete this element are below the projected tract for 95% of all pupils for the kindergarten grade level.

During the development and subsequent field testing of HEP the planners established projected levels of completions of learner goals by grade level. Since field testing, the projections have been further refined to more closely approximate the actual completions of children in the program at each grade level.

The significance of the projections lies in the fact that the HEP projected outcomes are for 95% of sixth grade pupils to complete Level 25 of the Instructional Library. All books at this level, which can be thought of as the exit point of the skills continuum, have been rated as at least sixth grade readability by Spache and Dale-Chall reading formulae.

Children at each grade level who have completed those elements expected to be completed by 95% of pupils can be said to be on a projected track toward this goal of completing Level 25 of the Instructional Library by the end of Grade 6.

The one hundred eighty-six (186) handicapped pupils in project schools are in kindergarten through 3rd grade levels. There are children who are below expectations for 95% of the children at their grade level and there are children who are completing learner goals which only 5% of children at their grade level would be expected to complete.

A summary of the degree of success for all of the handicapped pupils can be found in Table VII-1. This table shows the number of these handicapped pupils by grade level who are meeting the projected expectations for 95%, 50%, and 5% of all pupils. The first column shows those pupils who are not meeting the expectations for 95% of the pupils at their grade level.

It can be seen that one hundred forty-six (146) of the one hundred eighty-six (186) identified handicapped pupils are meeting or exceeding the expectations for 95% of all pupils in HEP. This means that these 146 students, if they maintain their present rate of progress, can be expected to complete Level 25 of the Instructional Library (6th grade readibility) by the end of grade 6.

If this hypothesis proves true, it could be considered a marked success. This group of pupils will continue to be monitored to trace their progress and to provide appropriate guidance to assure their maximum learning success.

A major focus of concern of the handicapped component for the 1974-75 grant year will be on the forty (40) children who are falling below the expectations for 95% of children at their respective grade levels. While this is a small number of the total of twelve hundred forty-two (1242) pupils in HEP in Project ALOHA during 1973-74, their degree of progress is a matter for serious concern. All resources of project staff, special education personnel and regular teachers will be brought to bear to better determine their learning needs and how these needs can be met. We believe the nature of HEP provides a unique opportunity to provide appropriate intervention, as needed, for these children within the mainstream of HEP learning centers.

It may be the case, however, that they are working at an appropriate rate for them and major interventions may be unnecessary.

TABLE VII-1

Performance of Handicapped Students During the 1973-74 School Year Based Upon Projected Levels of Completions for 95%, 50%, and 5% of Pupils in HEP

Grade	Below	95%	50%	5%	Total
K	7	17	14	2	40
1	9	25	11	3	48
2	11	31	11	3	56
3	13	14	15	0	42
Totals	40	87	51	8	186

THE CASE STUDIES

Introduction

In addition to gross identification and evaluation of handicapped children within the project an in-depth approach to evaluation was used. This consisted of writing fifteen case studies of children identified by teachers as having acute problems in the HEP program. Two or more children from each project school made up this sample.

The rationale for adopting this method of study was varied. The primary aim was to provide an in-depth analysis of individual children. The goal of HEP is to provide a responsive learning environment to meet the needs of all children on an individualized basis. This task is not taken lightly. This component was designed to study children with an eye to recognizing and utilizing their unique interests, backgrounds, styles of interaction with others, etc., to help the teacher plan with the child to use his time in the center as profitably and enjoyably as possible. As a long range goal an attempt will be made to assemble a list of possible interventions for different types of learning problems. This will enhance the individual teacher's ability to function in the HEP teacher guidance role.

Each case study is unique, since each represents an attempt to describe the behavior of a unique individual. An attempt was made, however, to systematically study each child by using identical questionnaires, interview forms, etc. (See Appendix I).

Every case study contains an HEP planned variation, which lists elements completed within the skills continuum as well as elements attempted. This form also shows the number of years in HEP, the child's specific problem and intervention attempted by the teacher (See Appendix I). Each study also contains results of a teacher interview, student interview and conference with special education personnel where applicable as well as a profile, described in the section on computerized continuous monitoring.

The Planned Variation

The use of the planned variation is an integral part of the Hawaii English Program. It is this mechanism which allows for the flexibility and ultimately, the possibility of a totally individualized program for any child. It's use has been carefully thought out by the original planners. They envisioned its use not only as a way to ultimately individualize for a child, but also as a way of making logical additions and providing communications of new learning needs within the program. A paper follows which is included in every teacher's Volume I of

Language Skills Manual describing the rationale for the planned variation. It is included here as an explanation of the planned variation which served as the focal point for the case studies.

PLANNED VARIATION*

Summary

The instructional system in the traditional classroom is a creation of the teacher herself. She develops lesson plans, and selects or creates instructional materials which in her judgment will be most effective in the implementation of her plans. It is right and wise; in such circumstances, to maximize the teacher's freedom to modify materials and to effect substitutions according to her own judgment and perference.

The Hawaii English Program, however, is in itself an instructional system. It was created through the cooperation of many individuals including students, classroom teachers, content specialists, communication specialists, evaluators, and administrators. It is right and wise under these circumstances that the modifications and substitution of materials also be a cooperative venture.

The HEP Teacher needs to understand the philosophy and theory underlying the program and appropriately apply the procedures and alternatives already provided in order to obtain the statistically predicted results. When predicted results are not achieved under those conditions, or when they can clearly be surpassed, this is a signal that procedural or programmatic modifications may be in order. The teacher would indicate the problems, provide information on use of the materials, make indepth observations, provide suggestions for changes in the program and contribute to those changes through the channels provided.

Random changes made here and there without control would make feedback entirely worthless. A teacher must know what the HEP system is, must recognize that there are complex intra-system effects and be willing to observe her own innovation within a relatively stable context if it is to have any educational significance whatsoever for herself or for others.

The Concept of "System"

The entire Language Skills Program constitutes a system in which there is constant and dynamic interplay among elements that make up the system. Those elements include: 1) goals drawn from communication systems and organized hierarchically; 2) outcomes described as successful behaviors in communication; 3) pupils and teachers who function in particular roles; 4) a bank of materials which serves at once as a series of cues, as tests for both diagnosis and achievement, and as goals; and 5) a learning environment organized in a particular way to facilitate growth in self-direction and responsibility.

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* Adapted from a paper authored by Richard Port, Hawaii English Program, Department of Education, State of Hawaii

The full bank of materials is a network made up of four subsystems (Listening, Speaking, Reading, Writing), each with its own network and flow chart, but each connected with the other three subsystems as well.

The functioning of each component and the interaction with other components creates a definite effect which helps to define the character of the system. The total system is greater than the sum of its components. It has new properties and specific qualities which are more properly seen as the product of its components.

Specific procedures and sequences have been developed for using the system which will produce validated results. Learning outcomes are statistically predictable with a high degree of accuracy when the procedures used in applying the system are those recommended and confirmed on the basis of design and tryout. (Learning outcomes are available.)

The Teacher's Role

During the intitial development phase, materials prepared or selected for inclusion in the curriculum were tested with children and teachers in representative classrooms. The materials and procedures were revised on the basis of classroom feedback and again tested and validated through classroom use. The information compiled as a result of four years of experimental testing by more than one hundred teachers and several thousand students from all of the islands and from every segment of the population has been incorporated into the system. One of the findings is that substitution of other materials or procedures affect the system and the attainment of specific goals in nonpredictable ways. It is strongly recommended, therefore, that teachers follow the guidelines in the teacher's manual closely.

It is equally important, however, that teachers who use the system simultaneously recognize that new or better tools or procddures may be developed to replace or improve those now employed, additional alternative materials or procedures may be suggested, or new means of diagnosis be devised. Precisely because the manual reflects a program that is continuously developing and because the relationships among the various facets of the program are many and intricate, it is necessary for teachers who use the system to make their unique experiences available so that other teachers may benefit.

When problems arise they should be reported to the development team through the form entitled Preliminary Report on Planned Variation. The resulting information can then be used both for the improvement of instructional materials and for further development of the teacher's manual.

We have indicated elsewhere that the teacher's role in an HEP classroom changes in the direction of higher professionalization from that of lecturer and dispenser of knowledge to one of manager, director, and scholar.

The Scholar role has been briefly described as:

1) carefully observing each child and researching his individual learner behavior,

2) gathering data that may lead to improvements in the "learning process," and

3) providing a model of the learner at the adult scholarship level.

When the teacher asks the question--Why is this child having this problem?--it is the beginning of research and and the first step in the development of the teacher's role as scholar. The teacher begins to look into the problems of education in a different manner. It can produce a contributing level of feedback.

The use of the Preliminary Report Form enhances the professional role of the teacher by changing it from that of pharmacist to one that is more similar in some respects to that of the doctor who consults with other professional colleagues when unusual cases come to his attention.

The Preliminary Report on Planned Variation

Because of the numbers of teachers and classrooms involved in Statewide Installation, it is no longer possible for the development team to maintain personal contact with many teachers. The Planned Variation Form provides an avenue for teachers throughout the State to make contributions to the system in the same manner as the first 100 teachers did during the initial development. It then becomes a continuation of the earlier cycles of revision.

When a student is unable to reach a stated goal, both the classroom teacher and the Installation Teacher should provide the development team with as much information as possible. The preliminary report form is used to:

1) indicate that a student is having a problem

2) indicate what altervatives within the system have already been tried

3) a) ask for further suggestions from HEP, or

   b) give the teacher an opportunity to suggest an alternative.

The completed forms are the basis for continuing curriculum modification. The modifications, in turn, become part of the more widely distributed curriculum after the validation process.

Case Study Subjects

The subjects for the case studies were children who were considered by their teachers to be educationally handicapped and having difficulties in the HEP program. Eight of the fourteen had severe learning problems due to a variety of learning disabilities. The other six evidenced emotional disturbance with resultant learning difficulties. As could be expected, the children who were experiencing learning difficulties also showed emotional manifestations.

Seven of the fourteen were certified by qualified school personnel as eligible for a special program. Eleven of the fourteen were receiving some type of therapy, extended evaluation, or remedial help. Only three of the fourteen received significant outside intervention in terms of their learning problems during the 1973-74 school year. Two of the children received reading instruction from a pupil counselor. One of the children had three months of additional instruction by a learning disabilities specialist, which was discontinued when he began making remarkable gains in the private sessions and in his HEP classroom.

When the case studies were begun and the teacher completed the planned variation form it often became evident that all appropriate branching within the HEP system had not been tried. The teacher then initiated the appropriate intervention within the system. In many of the cases this type of intervention was utilized for most of the remainder of the school year.

Branching Within the HEP System

Since HEP provides materials which utilize different sensory modalities, the first task of the teacher was to redirect a child, who was having difficulty into an element utilizing another modality with which the child could be more successful. The process is called branching. An example of branching is as follows. A child may be introduced to the big letters by means of the big letter stack (BL). These stacks primarily utilize the visual mode. If a child has difficulty learning the big letters in this way he is branched to BLa, which is also visual, but the cards have been arranged to permit a discrimination response - a lower level response. If this proves difficult the child is branched to an auditory mode using audio cards and an audio card reader. If this attempt is unsuccessful he is branched to flocked cards, which utilize the tactile sense. Each modality is presented as an equivalent method of learning the same materials.

Additions to the System

In other cases a modification of the system was tried. In two cases intervention included using materials outside of the HEP system. This was due in part to a particular remedial reading teacher's lack of familiarity with the HEP materials. A special meeting was held with her to explain the system and the types of modifications possible within HEP. She expressed surprise and pleasure in learning of the possiblities and has willingly begun to work within the HEP system in her work with other HEP children.

Analyzing the Case Studies

At present ten of the fourteen children are meeting expectations for 95% of the children in HEP. This means that they can be expected to read at sixth grade level by the end of sixth grade.

The case studies clearly illustrate the adaptability of the HEP system. The use of the planned variation serves the dual purpose of focusing a teacher's attention on alternatives within HEP and guiding her in making appropriate modifications and additions to an individual child's program. This is followed by evaluation of the success or failure of the intervention.

The studies also illustrate some types of interventions which may prove to be valuable for other handicapped children. All of the case study children were given one-to-one tutoring by a teacher aide once a week. This additional help may prove to be the major type of intervention which will be useful for these special children. We are hoping to continue to utilize the services of the special aides next year and an attempt will be made to determine their precise effect.

Another type of intervention which proved successful was the use of a special type of written planning. This planning usually took place between the Coordinator of Special Programs and the child with the approval of the classroom teacher. These sessions, which were usually held weekly seemed to focus the children's attention on the possible activities from which he could choose and the plan itself seemed to provide the additional structure which the child desired and needed.

This approach of attempting to discover possible types of intervention which may be useful for specific types of children will be continued next year.

The main contribution that the case studies make this year is to give documented evidence of the unique qualities of each of the children and the equally unique learning program which must evolve to meet his needs. They show that general recommendations can be made for a "type" of problem, but true individualized instruction involves having the adults in the system get to know the student on a personal level. When this is done the child can be included in the planning and his interests and concerns become a part of his personal educational program. This type of planning represents the direction that individualized instruction must take to truly meet the needs of handicapped children and ultimately all children.

A summary table listing some characteristics of these children follows. The table lists the children using fictitious names. It contains information concerning the referral status, intervention, and their standing in regard to HEP projections for ninty-five percent of the pupils in the program.

TABLE VII-2

Summary of the Characteristics of Case Study Students

	REFERRAL STATUS		DISABILITY		INTERVENTION BY SCHOOL PERSONNEL			COMPLETION LEVEL	
	Certified	Referred	Emotionally Disturbed	Learning Disability	Speech Therapy	Counseling	Reading Instruction	Meeting Expections for 95%	Not Meeting Expectations
Stewart	X		X			X		X	
Lawrence		X		X					X
Ricki	X			X				X	
Stan	X		X					X	
Terri	X				X				X
Donald	X			X				X	
Diane		X		X				X	
Daniel	X		X	X		X			X
Ty		X		X					X
Joshua		X					X	X	
Mark		X					X	X	
George		X						X	
Mary								X	
Ralph	X			X			X	X	
Totals	7	6	3	7	1	2	3	10	4

ILLUSTRATIVE CASE STUDIES

Illustrative Case Studies

Summaries of six of the fourteen case studies follow. These children were chosen as case study subjects because they were children whom teachers felt were having serious problems in HEP at that time.

The children in the case study group varied in terms of types of problems and progress during the year. These studies will be continued and expanded upon next year and are included here as examples of the type of information gathered by this method.

The information cited is condensed from the material contained in the case studies. Each case study contains an HEP planned variation, student interview, teacher interview, condensation of the contents of the student's cum folder, special education personnel interview, tutor observation records, a profile of 1973-74 work, and anecdotal notes. Samples of the forms used in the case studies can be found in Appendix I.

Interested professionals are encouraged to come to the Project ALOHA office to read the case studies in their entirety. Written requests for further information will be honored within the limits necessary to protect the confidentially of the parties involved.

Interested persons may wish to contact the Coordinator, Special Programs, at the Project ALOHA office to review the comprehensive case studies and discuss their implications.

Case Study 1: Ricki

Ricki is the older child of an intact family of four. He is in the second grade. He has had difficulty in school since kindergarten due to hyperactivity and was retained in the first grade.

Ricki has been in HEP for two years. His teacher described him as a child who can't seem to sit still. He demands a great deal of attention from adults and he "performs" when given the opportunity. Ricki described himself as "nervous like his father."

Ricki's typical behavior in the HEP center involved a great deal of motor activity and loud talking. He would work on an activity for a very short time and then wander around talking or singing. Often, he would approach the teacher and would attempt to engage her in conversation about things he was doing after school hours.

During the student interview, Ricki seemed tense and eager to please by saying appropriate things. He did not express great dissatisfaction with HEP but was quite concerned that he was not doing well.

Ricki's teacher indicated during the teacher interview that Ricki was very interested in electronics and stated that he frequently made gadgets at home which were mechanical in nature. This was confirmed by Ricki during another conversation when he stated that he liked science and mentioned making various "devices" at home.

Ricki was evaluated by a county learning disabilities clinic during the 1973-74 school year. Physicians at the clinic recommended that he be given specific tasks to accomplish. They also stated that he should be praised in a quiet manner, and efforts should be made to structure his time in the center and to provide an atmosphere as free from distractions as possible. They also recommended that he be given a sedative daily.

The plan which evolved to help Ricki involved structuring his time in the center more carefully. The coordinator counseled with him weekly to help him set general goals and to give him encouragement and feedback on his progress. During these meetings he would develop a written plan for the week.

His classroom teacher planned with him daily and checked on his progress after each activity. This provided the teacher attention which he seemed to require. He was also given a quiet place in the room to work when it became difficult to work at group tables. He was given a book called "How Things Work" which describes the inner workings of various electronic and mechanical devices. When he completed activities on his plan he was allowed to read the book alone or with an adult. A teacher aide worked with him once a week.

Ricki's attitude and classroom behavior have changed a great deal since September. His father reports that he is very enthusiastic about school and looks forward to HEP. This is in contrast to his past feelings.

Ricki's teachers still feel that he has a long way to go toward becoming a totally self-directed learner, but they feel that some gains have been made.

He completed three levels in the Instructional Library and completed numerous elements in listening and speaking including Grammar I, Punctuation, Meaningful Communication and Task Oriented Communication. Ricki's teacher noted that he was having some difficulty in reading and had him go to additional unmarked books within the system for additional practice. This avoided a problem with having him repeat work which he had previously completed. At present he is back into the regular Instructional Library sequence and will probably make faster progress next year in reading.

His behavior in class has improved with the additional assistance and guidance and with this improvement he made significant gains in cognitive areas.

The increased structuring of his activities will be gradually reduced next year and he will be encouraged to take on more and more responsibility for his learning in the center. This type of intervention is seen as temporary in HEP and every attempt will be made to discontinue it when he no longer needs the assistance.

Ricki's parents have been encouraged by the learning disability clinic to seek family counseling. An evaluation of the necessity for continuing his medication will also be made next year, based upon his behavior at school.

Case Study 2: George

George is a child who has had problems being self-directed since kindergarten. He arrived at his present school from a very structured classroom. When he arrived he was very negative and withdrawn in the HEP center. He often refused to do anything and would wander around for days without choosing an activity.

While observing his behavior it was noted that he demonstrated an interest in writing during his HEP literature session. He greatly enjoyed writing stories after his teacher had read one to the class.

After conferencing with George regarding alternative tasks that he might work on in the center, the possibility of his being able to write stories was discussed. George's teacher agreed that this might be a worthwhile task for him to work on. Later, during a conference with him the coordinator asked him if he would like to try to write stories. He replied very enthusiastically that he would. His first story was about the ALOHA classroom. During our next meeting we discussed other possible titles. George went on to complete five stories which he typed and illustrated. They were bound and placed in the center for him to read to other children. An added highlight of his efforts was a greatly increased interest in reading in general as well as spelling and punctuation.

This case illustrates a modification of the existing materials and activities in the center. It demonstrates the type of guidance a teacher at the second level of teacher development would give a child to individualize his program.

Case Study 3: Ty

Ty is a Mexican-American who lives with his sister and mother. His father is currently in jail. Ty came to this country two years ago from Mexico and is currently in the third grade. His mother speaks no English, so Spanish is spoken in the home.

During Ty's first year in HEP he spent a great deal of time working on listening and speaking activities in order to learn English. Ty was very negative and had numerous fights with peers during this period.

His second year was spent working on additional elements. His progress was very slow, however. Since January of this year the coordinator has worked with him about once a week. Also, a teacher aide worked with him for several months, twice a week.

Ty had a great deal of difficulty with the RWC (visual mode) stacks but found the RABC (auditory mode) cards to be an acceptable alternative. Between January and June he completed all of the RABC packets and began reading in the Instructional Library. He had previously completed about nine RWC stacks.

Ty's case illustrates the individual pacing which is available with HEP. He had activities to work on during the time he was learning English and was adjusting to this country. Then, when he was ready, with an additional resource person, he was able to make great gains in reading.

An activity which was very successful with Ty involved playing a type of card game with the RABC cards. In addition to the card game which provided additional reinforcement after the use of the regular procedure, the meanings of the words were discussed and he was encouraged to come up with sentences using the words.

This case study also shows the utility of the various modes in HEP. Last year, Ty completed the RWC stacks (visual mode) which corresponds to the RABC packets (audio mode). He was able to receive additional reinforcement this year without repeating previously completed work. If he should need additional exposure to the same word patterns he can be branched to words on tape(WOT).

Ty appears to have internalized the word patterns and is progressing at a normal rate through the early levels of the Instructional Library. He will receive additional adult tutoring next year since he is still performing below expectations for 95 percent of pupils in HEP.

Case Study 4: Terri

Terri is a kindergartener who was totally uncommunicative at the beginning of the school year. She would hide under tables and suck her thumb, and if an adult approached her she would cover her face. When she began to talk with her teacher, an attempt was made to test her. The school psychologist and speech therapist were both unsuccessful in their efforts to test her. Her classroom teacher was able to administer the Peabody Picture Vocabulary Test and several other tests.

She scored very low on the tests attaining a Mental Age of between 3 and 4 years. It is an understatement to say that Terri presented a major challenge to her teacher. Her needs were met in great measure, however, by the materials available in HEP as well as the opportunity for individual attention and direction by an adult. Terri's teacher allowed her to look around the center and to spend all of her work time in an activity area where crayons, paper, puzzles, and games are available. When Terri began to show an interest in the other materials in the center she was diagnosed and introduced to the element by the teacher.

During the planning and evaluation circles Terri was encouraged to sit and observe. When the other members of the planning circle had made their plans and were starting on their first activity, Terri was taken aside for individual planning with her teacher.

This general procedure of watching for her interest then capitalizing on it was used throughout the year. As soon as she was able and willing, she was incorporated into the group.

Terri required the utmost tact and skill from an HEP teacher, and nearly tested the system to its limits for adapting to the needs of an immature child. At present, Terri is a functioning member of the class. She plans and evaluates her work and is able to work alone for about one-half hour. When she has completed an activity she returns those materials and then chooses another. Terri very eagerly tutors when the opportunity arises for her to do so. In addition, she responds positively to her peers and adults in the center. When asked recently if there were things about HEP that she didn't like she responded, "No! It's all fun."

Her completion in the HEP skills continuum shows that she is still falling below the 95% projections for a kindergartener. However, she has completed some elements in listening/speaking and handwriting. Her change in attitude and ability to be self-directed were remarkable. Since she was functioning much like a beginning kindergartener at the end of the school year, she should continue to be successful in her second year in HEP.

Case Study 5: Ralph

Ralph is the older of two boys from an intact family. He is in the third grade and has had various difficulties since the first grade. His first grade teacher described him as very immature with difficulties with small motor coordination.

Ralph was in HEP during kindergarten and first grade. When he entered second grade his teacher became particularly concerned with his "inability to read" and referred him for psychological testing. He was certified educationally handicapped in September, 1974.

He was assigned to the learning disabilities specialist at his school. His work with the learning disabilities specialist was short-lived. She stated that she felt that he was having difficulty processing the information he had received in HEP. She worked on helping him make the generalizations necessary for decoding, which HEP teaches inductively. She worked with him for approximately three months. He began making great gains almost immediately. He began working in Sullivan Book C, which teaches words and quickly went to D, which teaches phrases. The specialist stated that he never had to finish a book as he was progressing very quickly. This happened again with Book 1, which teaches sentences.

Additional activities including making pancake letters, matching picture cards beginning with the same sound, and locating a sound in a word and then changing it as directed were used.

Attempted remediation of his handwriting difficulties involved telling him to rest his letters on the lines, and consistently reinforcing a left to right progression during work at the board. He was also told to use his fingers as spacers between letters and words.

On October 29, Ralph asked the learning disabilities specialist to come to the HEP center to work with him. She noted that he was reading much more difficult words than they had been working on in individual sessions. By November 26, her notes indicate that he no longer needed to come for special help.

During this past year, Ralph has made tremendous progress in reading. He began the year reading in an early level of the Instructional Library and completed the year reading at level 19. He is still having some difficulty with handwriting and a new program is being developed for him by a teacher taking the teacher scholar level of the HEP inservice. She will use it with him next year and will evaluate the results in terms of the advisability of further testing of the materials with other children.

Case Study 6: Daniel

Daniel is the older of two boys. His parents are divorced and he lives with his mother and an aunt and her children. His father is a member of a motorcycle gang.

Daniel has had problems in school since the first grade. He would often become violent and had frequent fights and outbursts of anger. He spent the first grade in his present school. During the second grade he attended a school in another state. While there,his behavior became very violent and he apparently threw a chair at a teacher. After this incident, his mother was informed that he would not be able to return to public school in that state.

When the family moved back to San Jose, Daniel re-entered his former school. He had some problems with fights and angry outbursts but after a great deal of counseling by his HEP teachers he was able to function in the center. When this case study was begun, Daniel's progress in the program was very slow. He would frequently spend nearly the entire period wandering around.

Many resources have been utilized to help Daniel. The coordinator counseled with him and an effort to structure his time in the center evolved as an acceptable way to meet his needs. Daniel expressed few interests during the student interview but stated that typing was, "OK". He rejected all other HEP activities. He also had particular problems with handwriting and stated that it was very difficult.

Also during the interview Daniel said that he enjoyed math. We discussed the setting and types of materials available in the math center and compared this with ways which his time in HEP could be made similar. A plan evolved which included having Daniel write a weekly contract including an activity from each of three strands in HEP -- reading, listening and speaking, and typing or handwriting. The contract included an agreement to spend a certain amount of time working on each activity. As a special incentive the coordinator purchased a book about motorcycles for Daniel. The book was available for him in the center and the teacher aide agreed to read it to him when he had completed his contract for that day.

This plan met with moderate success. At first, Daniel was very enthusiastic and he would complete his contract and then look at his new book. He began to miss a great deal of school and it became very difficult to have him plan. Also, the coordinator was unable to spend as much time at the center as would be necessary to keep his new program going.

Daniel has had other resources available to him. He had a psychologist in training as a counselor, who met with him weekly for several months. He also had a high school age male tutor for several weeks and a college-age tutor for several months, who was available to work with him twice a week.

Daniel made some gains this year. He is now reading in the Instructional Library. Also, the coordinator feels that rapport was established with him, which will carry over into next year.

Daniel is a very difficult child who has been accommodated by HEP. When a resource was available it could be utilized due to the flexibility and structure in HEP. Modifications could be made in certain areas, but the materials were always available for him to work on what he desired. His various tutors knew where he was in the program and could pick up the exact materials, which he needed in order to progress. HEP can be used in an environment of complete learner choice, as the ideal, or it can be used in a very structured environment. This structure, however, is only provided for a child who demonstrates a clear need for it. Some choice is always retained. As in Daniel's case, the choices were narrow, but he could still choose the activity he wanted to work on within broad categories, and he chose the amount of time he would spend working on each element.

By the end of the school year, Daniel was reading in the Instructional Library, but was still below the expectations for 95% of the children in the third grade.

Daniel will continue to need additional help next year and this help will be available to him. Hopefully, next year's effort will be more successful. The door was opened this year and hopefully, continued gains will be made.

Recommendations For the 1974-75 School Year

1. Increase the Coordinator, Special Programs position to a full-time position. This was implemented on July 1, 1974.

2. Continue to focus on providing a model for intervention through:

    a. Use of college-age tutors
    b. Increasing efforts to coordinate the intervention efforts of teachers and special education personnel
    c. Continuing attempts to open communication with special education personnel regarding the HEP philosophy of intervention.

3. Continue case studies for the fourteen 1973-74 children.

4. Begin new case studies to raise the total to twenty-one.

5. Using the results of the finder program initiate efforts to consider intervention for children falling in the bottom 5% of projected program completions.

6. Devise a method for keeping records on all children for whom planned variations are written.

7. Determine the number of children who have been removed from the HEP program and interview school psychologists and principals regarding their rationale for this action.

8. Devise an on-going record keeping system to list children who are receiving any type of intervention in terms of personnel and materials.

9. Continue efforts to determine the possibilities for using planned variations.

10. Conduct an inservice to focus on affective needs as well as learning needs of educationally handicapped students in integrated HEP classrooms.

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APPENDIX A

CONTINUUM OF LEARNING OUTCOMES IN READING, ALTERNATE EXIT CRITERIA, AND PROGRAM COMPONENTS FOR LANGUAGE SKILLS PROGRAM AND LITERATURE PROGRAM

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LITERATURE
Program Design

GOAL AND MODE OF INQUIRY

The goal of the Hawaii Elementary English Literature Program is to enable the student to enjoy and understand literature. This is achieved at the K-6 level by helping him to develop a mode of inquiry which:

1. utilizes enjoyment as a means of involvement with literature
2. builds a constantly expanding frame of reference in world literature. At the K-6 level, this background is developed in regard to:
    a. types

        fantasy
        realistic stories
        traditional tales
        poetry
        non-fiction

    b. fictive elements of character, setting, events
    c. literary conventions--such as motifs, character types, recurrent situations
3. encourages the student to use the processes of literature

These three areas seem to describe those practices which all those who engage in literature perform. Each refers to enormous areas of experience and knowledge, acquired through one's life in both studied and unstudied ways, rather than being the result of a "course" or a "major." Although everyone begins to acquire this background from the moment he is born, literature programs can help students to develop for themselves other aspects of this mode of inquiry.

Enjoyment/involvement is very definitely a way, a process, a means of growth in understanding literature. It starts with the simplest kind of child-like response and includes as well the mixed and troubling emotions experienced by students and adults when they are moved by a fine play or novel. It refers to the satisfaction felt by the scholar in literary studies when his research is rewarding, and it encompasses as well the life-long commitment to writing stories, poems, and plays shown by such artists as Robert Frost, who is only one among many thousands.

As it is experienced by those who relate to the arts in a significant way, enjoyment goes far beyond simple pleasurable moments, or amusements (although these are included). Such an enjoyment enables one to say that he "enjoys" a Greek tragedy, or King Lear, or End Game, although seeing such a play, or taking part in it, or studying it, or writing it, may leave one moved and shaken, even profoundly distressed.

Or, in a different sense, perhaps related to the idea of the romance of a discipline, enjoyment like this enables one to study a crabbed Elizabethan handwriting, or to spend years deciphering a coded diary, or to go through centuries of rent rolls in an archive because the knowledge gained and shared makes the record more complete. Because it is a means of involvement, one can say that one aspect of the mode of inquiry relevant to the study and practice of literature at any level is enjoyment.

Building An Expanding Frame of Reference. To support this enjoyment, to enable it to spread throughout one's experience of literature (whether child, reader, teacher, scholar, or writer) it is absolutely essential to learn to be aware of the world of the particular poem or story one is reading, and to learn how that world reflects the total human experience as well as the field of literature. In developing a literature program it is necessary, therefore, to provide the student with a variety of stories and poems which enable him to extend his frame of reference, his know-how, his know-about. In addition, many activities need to be provided through which the student's attention is directed to the significant details of a story he is reading, to recurrent literary conventions, and to literary sources of allusions. Even in such simple stories as Ask Mr. Bear or Red Riding Hood there are motifs and conventions used which are as old as literature itself--which is to say, as old as man himself. In such comic strips as B.C., Peanuts, and Pogo one may find satire, internal action, and the play with language and point of view which is characteristic of literature. On the sports page a reader finds every day references to the heroes of the past, famous battles, surprising victories--over and over coming from the vast resource of Greek myth and legend, as well as a particular sport itself. In Hawaii such names as Momotaro and Benkei, Maui and Pele, Abraham Lincoln, Paul Bunyan, and Phaedra are likely to turn up along with the current football hero or Don Ho.

To help the student build his frame of reference, to which every story he reads contributes, many direct encounters with literary works must be allowed for, and the selections must be chosen for their total value to the student. The activities need to promote his involvement with literature at a level he can freely and joyfully engage in. Practices such as providing the student with word lists or lists of famous characters, the ten most frequently used plots, plot synopses, or names of authors rarely work to build his frame of reference. Only the student himself can acquire his frame of reference--it is never a successful graft. To say it another way, it is through enjoyment/involvement, the first item of the mode of inquiry, that he builds his background of literary knowledge, which is the second item of the mode of inquiry.

Experiences With The Processes Of Literature. The third item assumes that the student can and should be encouraged to experiment with language, interpret and project character, and create in body movements, words, or in felt or puppets the characters, settings, and events which he has observed in what he has read, as well as what he himself has written. In a real sense, the child is naturally a maker, an artist; he can perform as the writer does. If he experiences the enjoyment of the creative person, if he draws upon the literary background, if he shapes ideas as does the artist--he is experiencing the processes of literature--and he is as involved as the life-long reader, the literary scholar, and the teacher of literature as well. In

In short, he is practicing this mode of inquiry, in some way, throughout the elementary Literature Program.

Of course, he will do all of these with differing degrees of success, as does the beginning painter, or flower-arranger. But it is the doing of them which is important, just as it is in the thousands of practice throws which every basketball player has made since he was able to toss a ball toward a basket on the garage roof.

The elementary Literature Program uses a total of 352 separate fiction and non-fiction books, and 86 poems, as well as other anthologies of stories and poems which provide shorter selections. These materials come from all the major cultures and represent many different kinds of stories, constituting what may be called the input for study. All the steps of the mode of inquiry are related to these materials within the program.

These stories, poems, and expository selections are explored through a total of 86 games, 82 creative drama activities, 214 art activities, and 162 composing activities. Every step of the mode of inquiry is represented at all levels, and in many different ways: written and spoken language, paint and paper, movement, and group activities.

For the study of literature to have value, it should be started early, and it should be on-going. To suddenly confront the secondary student with the usual types of literature courses and to expect him to parrot our critical opinions is to ensure failure for both the student and school.

ORGANIZATION

The Literature Program departs from the conventional approaches to literature study, which focus on aspects external to the work itself--genre, period, type, great author--and emphasizes instead direct encounters with the individual work. In fact, each literary work simultaneously belongs somewhere in this external structure and has an internal structure of its own which presents an individual view of experience. The Literature Program has subsumed the former external concerns in structuring a design which would be faithful to the nature of literature, appropriate for the elementary child, and sufficiently flexible to accommodate the wide range and variety of selections in literature and the diversity of interests, abilities, and learning styles of children.

A schematic representation of the design of the Elementary English Literature Program is on the following page. The horizontal axis lists the five elements and the grade level divisions, called bands, are laid out on the vertical axis.

The Band. The program is contained in three Bands. These are levels of difficulty which approximate grades K-2 (Band I), grades 3-4 (Band II), and grades 5-6 (Band III). There is a consistent overlap and a broad range of difficulty and interest levels among selections and activities from Band to Band which accommodate the range of differences found in a given grade level.

The Element. For each Band, a structure of experiences common to all children provides the organizing principle. These areas of experience are called elements, and they refer to the matrix of the human child's life, not selected by him but simply surrounding him from birth. The five elements are:

Make Believe
The World Around Us
Growing Up
The Social Order
Adventure

Every child has experienced make believe, has been informed by the world around him, has encountered the joys and griefs of growing up, has been disciplined by the social order, and has enjoyed adventure. Because these conditions, aspects, and events are universal, they are also the matrix for literature, which objectifies and presents human experience, bringing it into some comprehensible order.

The child moving through the program encounters particular types of stories, poem, and non-fiction as he advances from one element to another. In Make Believe he encounters stories reflecting the whole world of fantasy; in The World Around Us selections representing the world of real phenomena as perceived by the senses, and the different ways in which nature and man interrelate; in Growing Up stories in which the central character (human or

HAWAII ENGLISH PROGRAM

LITERATURE K-6

		MAKE BELIEVE	THE WORLD AROUND US	GROWING UP	SOCIAL ORDER	ADVENTURE
BAND I (K-2)	Literature Listening	Fabulous Creatures Magic & Wonder	Rhythms of Art Rhythms of Nature Rhythms of Man	Self & Family Imagining Things	Heroes & Leaders Animal People	Narrow Escapes
BAND II (3-4)		Magic & Wonder Fabulous Creatures Wishful Thinking Little People	Rhythms of Art Rhythms of Nature Rhythms of Man	Self & Family Imagining Things Insights	Heroes & Leaders Animal People	Narrow Escapes
BAND III (5-6)		Magic & Wonder Bigger Than Life Little People	Rhythms of Art Rhythms of Nature Rhythms of Man	Self & Others Imagining Things Insights	Heroic Deeds Acquiring Wisdom	Searches Encounters
		MAKE BELIEVE	THE WORLD AROUND US	GROWING UP	SOCIAL ORDER	ADVENTURE

animal) experiences what the reader himself experiences--stories which mirror reality by reflecting life-like situations, problems, and relationships; in Adventure generally non-didactic stories of excitement and suspense; in The Social Order instructive or didactic tales which reflect communal values and which impart wisdom--tales in which the central character gets out of danger by using his ingenuity, wit, or trickery. This range of selections which the child encounters in any given year reflects the range of literary materials--themes, motifs, types--which exists at any level.

In addition, each element focuses on some special aspect of experience, without necessarily excluding others. In The World Around Us, the children become involved with interdisciplinary encounters with environmental concerns such as the lives of animals, insects and plants; the sea, the earth, and space. They also become involved with the music and art of another culture, as well as with color, line, and shape in art; with exploration, space travel, invention, and various scientific preoccupations. In Make Believe the fairytales and stories of dragons, monsters, and little people provide a means by which the children are invited to create imaginative projections of various sorts. In The Social Order, through their involvement with stories reflecting communal values, the children experience a sense of cultures other than their own. In Growing Up they identify with fictive children like themselves with brothers and sisters, with pets, and with problems reflecting the whole range of the conflicts of fiction. In Adventure, they experience the excitement of the chase, the unexpected encounter, the narrow escape, and the rivalry between antagonists.

The Component. The five large elements are in turn subdivided into a number of components. The components are smaller, more manageable pieces of the matrix of experience. Thus the element Make Believe, for example, has four related components: Magic and Wonder, Fabulous Creatures, Wishful Thinking, and Little People. Some components appear in all three Bands; some are dropped after a particular Band, or replaced with another component; a few new components are picked up in a succeeding Band. Governing the choice of components were such considerations as: (1) the learnings and experiences appropriate for children, (2) the types of literary materials available, (3) their level of difficulty or sophistication, and (4) the age group to which they might best appeal. The elements and components provide not only the organization but also the upward spiral into more sophisticated works and activities.

The Context. The context is a group of selections which have been brought together to make an instructive point, such as: an awareness that one's imagination is capable of anything (Fabulous Creatures), or that one of the Hero's first jobs was to make the Earth a more comfortable place for people to live (Heroes and Leaders), or that jazz music is closely bound up with the lives of black people (Rhythms of Art). Each context may contain three or four different stories, or a story and a few poems, or some nonfiction works along with one or more stories or poems. The relationship established among the selections in a context and the activities based on them make up the literature "lesson" for the students. In the HEP Literature Program books are never taken up in isolation, but always in some kind of relationship with other works to accomplish pedagogical, literary, or humanistic ends.

For example, in the component Heroes and Leaders in Band I, three narratives--Swimmy, The Emperor and the Kite, and The Fooling of King Alexander--make up a context which depicts heroes of a certain type, heroes who are weak in terms of the tasks they have to do and who must rely on their intelligence rather than brute strength. A context in the component Fabulous Creatures in the same Band uses two books, The Wonderful Dragon of Timlin and The Ice Dragon, a recording of "Puff the Magic Dragon," and the film Lizzi the Terrible to introduce children to the European folktale motif of the dragon and to suggest that what may seem frightening need not necessarily be so. In Band III, a context of three non-fiction selections--Life Story, You and How the World Began, and In the Beginning--and three poems--"The Time of Deep Darkness," "Invitation," and "The Sun"--conveys various approaches (the scientific, mythic, and religious) to explain the origin of life. In Band III in the component Bigger Than Life, a non-fiction selection, The Lion in Fact and Fiction; the novel, Simba of the White Mane; and a few lion stories make up a context which brings out the tremendous importance of the lion in Western culture. There is no set number and no set type of context in a component. Selections were chosen which seem to "communicate" with each other in some way: to restate an idea, to present contrasting views, to reflect a tone, to illuminate a concept. Through the context organization, humanistic values, literary concerns, and concerns pertaining to a relationship among the arts (or other subject areas) are presented in an easy, natural way. The following excerpt from the component Rhythms of Art shows the kinds of materials used in a context to develop a fundamental concept in art--that of appropriateness.

BAND I
World Around Us: Rhythms of Art

Context 5

EXPLORE: the idea of appropriateness

Selections: The No-Sort-of-Animal, Mary B. Palmer

"The Elephant," Hilaire Belloc. The First Book of Short Verse, Coralie Howard, p. 72

"The Octopus," Ogden Nash. The First Book of Short Verse, Coralie Howard, p. 73

Noodle, Munro Leaf

"Sizes," John Ciardi. A Beginning Book of Poems, Marjory Lawrence, p. 99

"The Reason for the Pelican," John Ciardi, Piping Down the Valleys Wild, Nancy Larrick, p. 29

The Biggest House in the World, Leo Lionni

"Preferred Vehicles," Leland B. Jacobs. A Beginning Book of Poems, Marjory Lawrence, p. 10

"On How to Sing," Shiki. A Beginning Book of Poems, Marjory Lawrence, p. 7

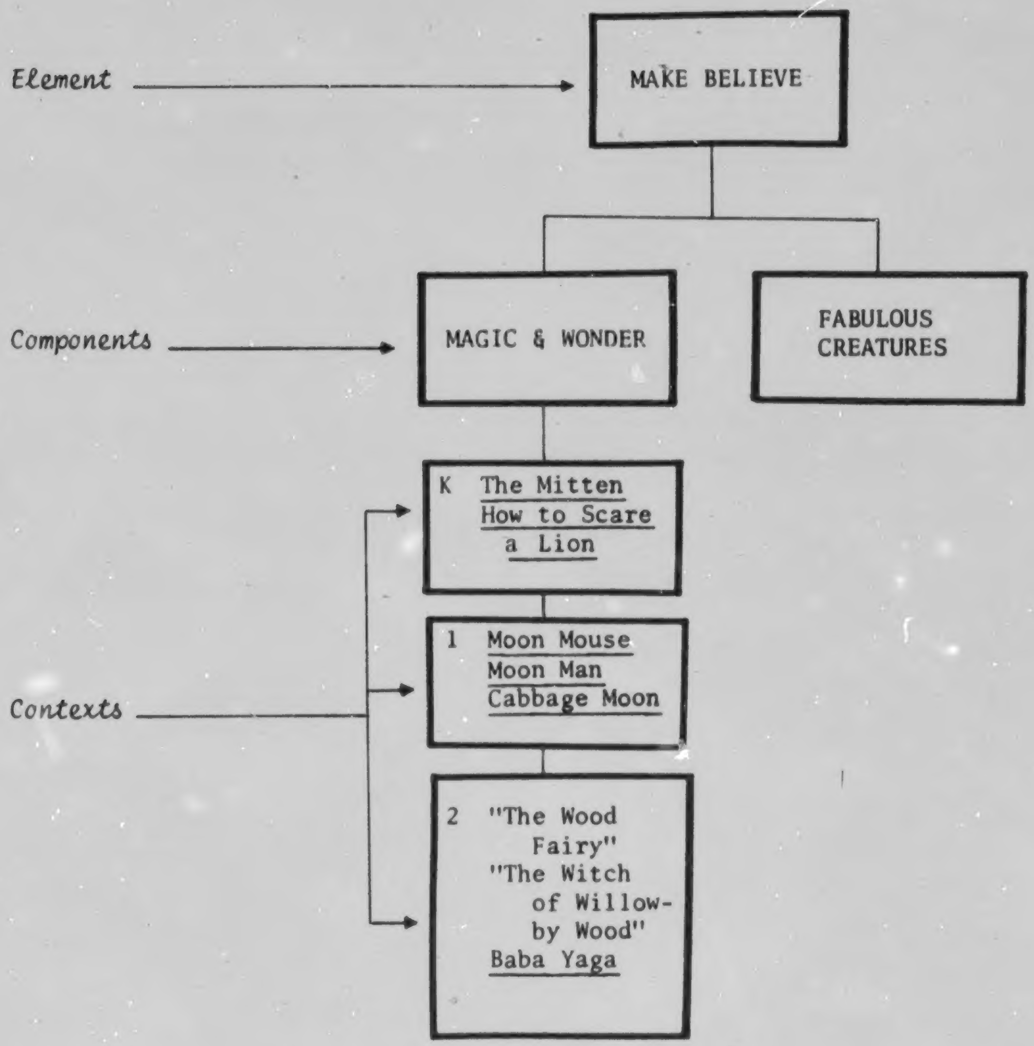
Materials supplied: Illustrated poems: "The Elephant," "The Octopus," "The Reason for the Pelican," "Preferred Vehicles," "On How to Sing"

The context helps the student learn to read literature by enabling him to work with selections within a frame, one which is appropriate to him at a particular stage of his development. In addition, it has been a useful device for suggesting what a sensitive reader does with the various kinds of knowledge he gets, and for accommodating different interests, styles, and rates of learning among students. What it suggests is that literature communicates best if it works like a jazz combo--that is, with a number of instruments concerned with a particular theme or idea working together, and with individual solo flights to develop a particular part of the theme, or a particular interpretation.

In order to move the children through the full scope of the program in any given year, the teacher should select at least one context from each component. There are sufficient contexts in each component to account for the grade levels in the Band. Many components have more than the minimal number of contexts to allow for choices, as well as greater involvement with the component if the students are interested or need additional experiences with the type of material found in it.

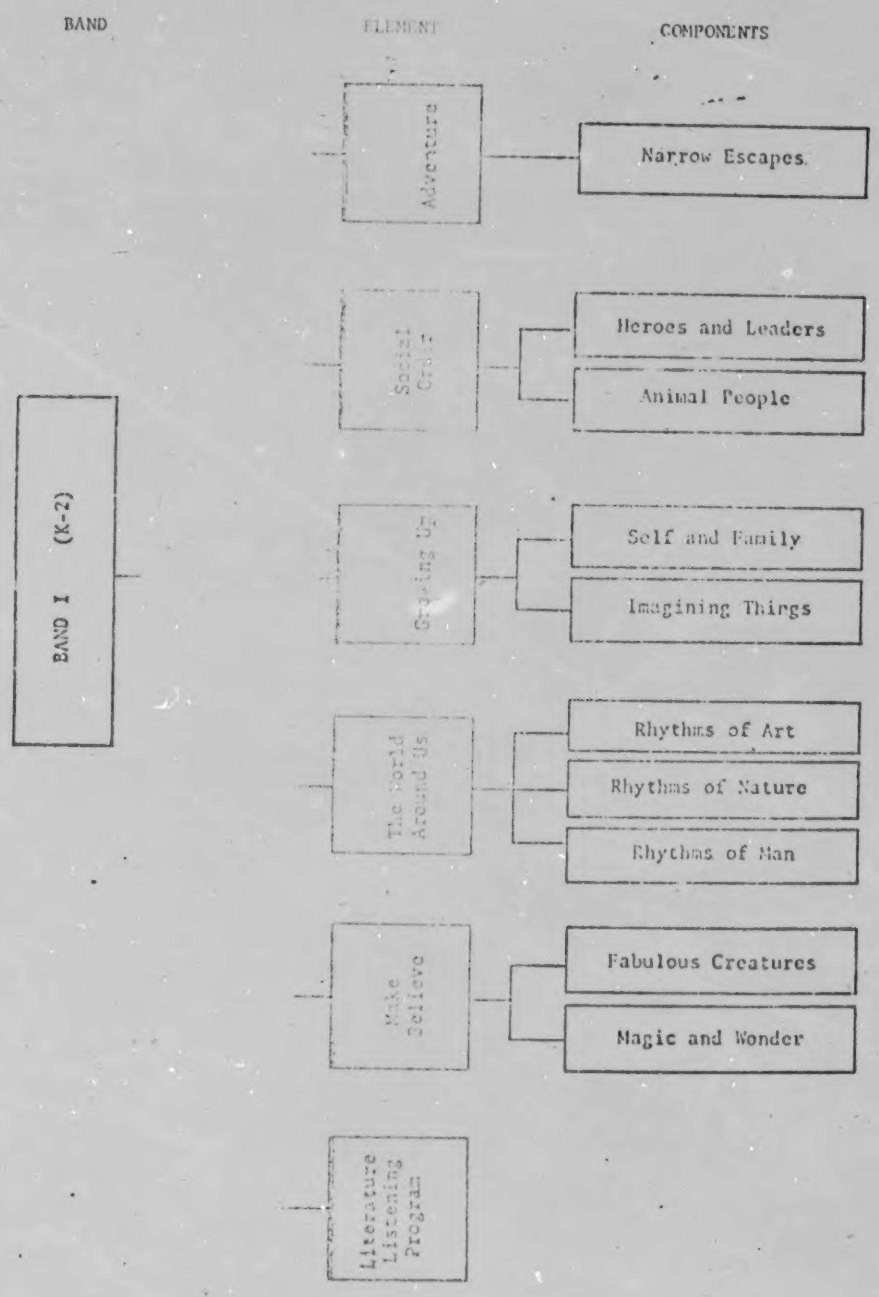
The Element-Component-Context relationship is illustrated in the manual with a specific example from one component in Band I, the MAGIC & WONDER Component, which belongs in the Make Believe Element. This particular component has three contexts. It is important for the teacher to note that the numbers designating the contexts are not grade designations, but rather a device for distinguishing one context from another. For the convenience of the teacher, an attempt was made to arrange the contexts according to difficulty, starting with the simplest and moving on to the most difficult. However, in many cases this was not possible, since what is simple for one group of children may be difficult for another, depending on their frame of reference. The teacher must therefore rely on her own knowledge of her children in selecting materials which are appropriate for her particular situation.

THE ELEMENT-COMPONENT-CONTEXT RELATIONSHIP

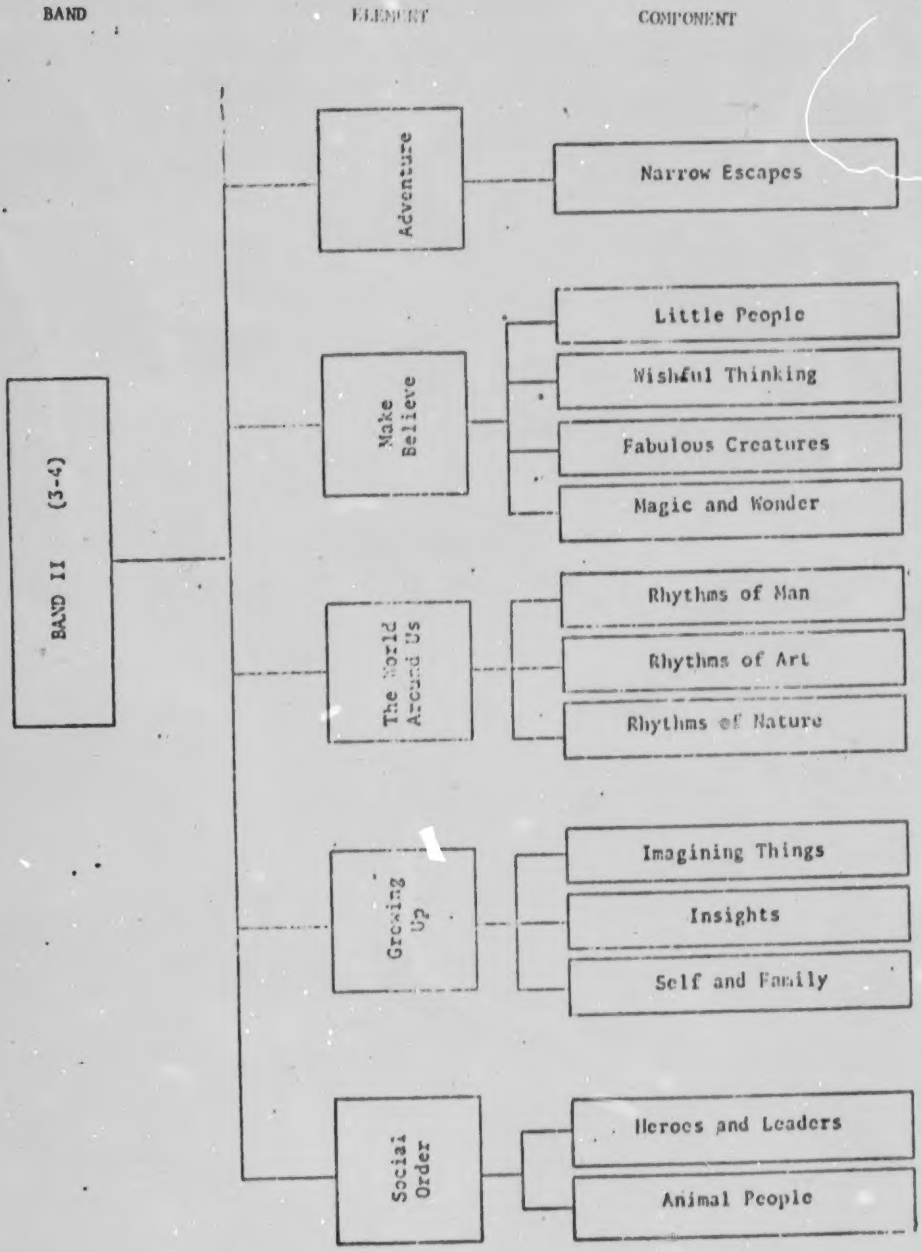


There is no required sequence or order to taking up the various components in the program. There is also no required sequence for taking up the various contexts in a component--that is, the teacher need not start with Context K before moving on to the others (1, 2, 3, etc.). In Bands II and III, she need not begin with Context 1 before doing the others. Only in the rare instance of Little People in Band II is a component made up of contexts which have been sequenced, and this information is clearly provided in the component manual.

Structure of the HLP Literature Program



Structure of the HEP Literature Program



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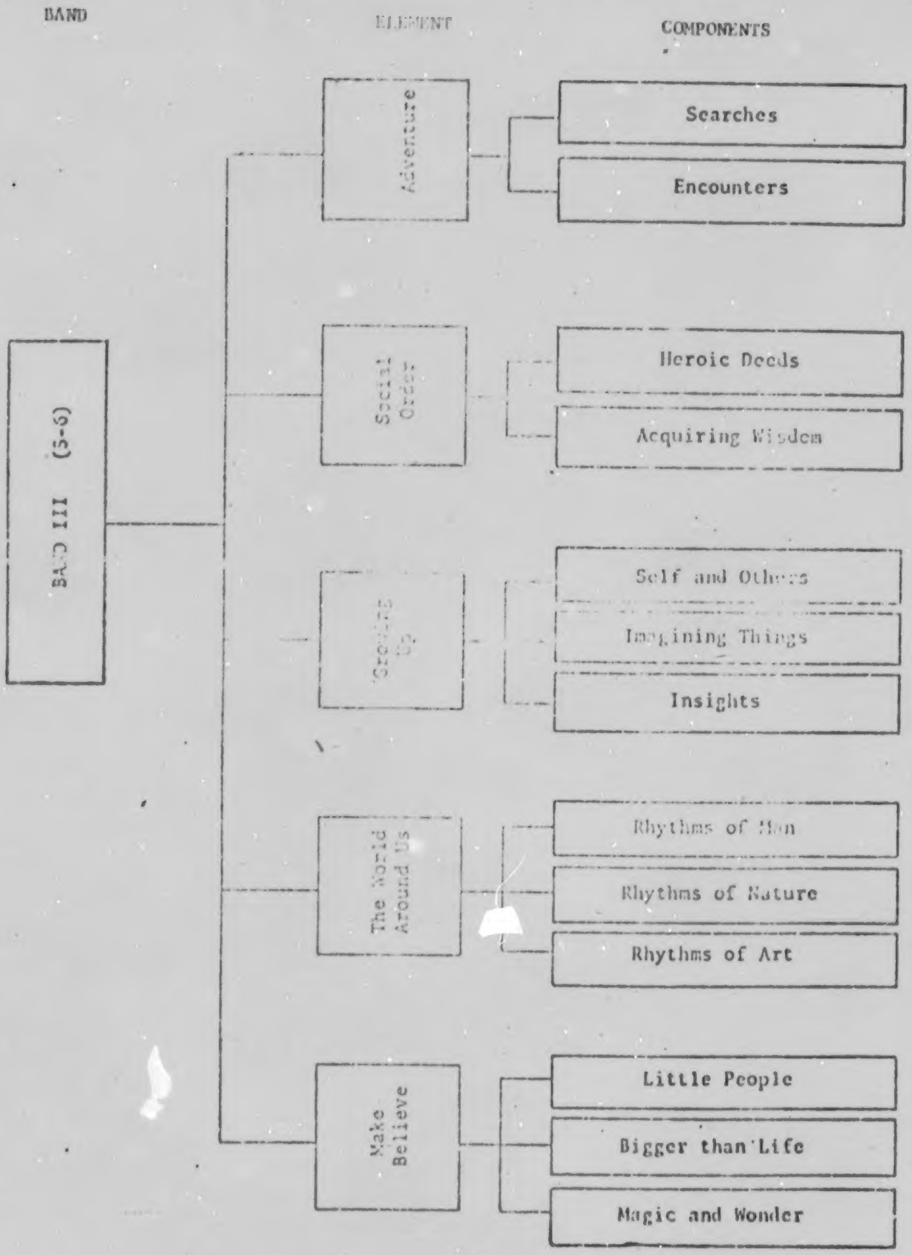

APPENDIX B

SAMPLE PROFILE OF STUDENT PROGRESS IN HEP

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APPENDIX C

INSTRUMENTS USED TO ASSESS STUDENT SELF-DIRECTION AND RESPONSIBILITY

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THE COPING ANALYSIS SCHEDULE FOR EDUCATIONAL SETTINGS (CASES)

The Coping Analysis Schedule for Educational Settings (CASES) was developed over a period of approximately seven years as a result of more than 2,000 case studies of normal children in on-going public school classrooms, Head Start centers, and other educational settings. Its categories are based on ego theory and reflect a number of dimensions of personality development.

It was designed to measure the process of normal personality development and socialization occurring in structured settings. It consists of 13 basic categories of "coping" behaviors[1] identified by descriptive statements. Subscripts are added to six categories to allow coding of child behavior in terms of adult or cultural expectations (as determined by the setting). The augmented list numbers 19 categories. A brief form of CASES is attached.

CASES categories are arranged with more active coping categories grouped at one end and more passive categories at the other, but the numerals do not represent a scale. Various psychological dimensions were used in the development of the schedule. Basic to its development were the concepts of "integrative" and "dominative" social behavior as delineated in the work of H.H. Anderson (1939, 1943). In addition to the generally "active" and "passive" styles of child response to environmental stimuli, CASES includes categories which reflect "overt aggression," "passive aggression," "independence," "autonomy," "dependence," "avoidance," and "withdrawal."

The Coping Analysis Schedule for Educational Settings (CASES) permits the coding of all observable behavior in the classroom into one or another of behavior in conventional or traditional school settings. The coefficient value of 1.00, therefore, is a relative value and is useful, primarily, as a rule of thumb in determining the type of classroom treatment most likely to be effective in modifying the process of socialization for a given child. Style E and F Coefficients, also, have been found to be distributed approximately normally in several conventional settings and can be used as behavioral objectives in specific classroom intervention programs. For example, a target value of 1.00 in Style E behavior in teacher directed settings or in Style F in all settings can be used as a performance criterion.

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[1] The term "coping" and many of the ideas implicit in CASES came from the work of Lois Murphy, especially from her book, Methods for the Study of Personality in Young Children. New York: Basic Books, 1956.

The Overall CASES Style Coefficient is especially useful as a target variable since it is weighted to reflect cultural expectations in normal personality and social development. It has been found normally distributed and correlated positively with reading and vocabulary development.

Construct validity has been suggested by the ease by which teachers and others familiar with child development and personality theory have obtained reliability of observation and recording. Significant correlations of the Overall CASES Coefficient with achievement test scores (Metropolitan Achievement Test) found in a sample of 180 economically disadvantaged primary school children give further support to the construct validity of the instrument.

Reference

Spaulding, R.L., & Papageorgiou, M.R. *Effects of early educational intervention in the lives of disadvantaged children.* Final Report, USOE Project #1-I-124, San Jose: California State University, San Jose, 1972.

CASES

Coping Style	Description
A	Aggressive, annoying, bothering, dominative, controlling, manipulative
B	Inappropriately self-directed, inappropriately socially active, peer-oriented, talkative, resistant to authority, delaying, non-conforming
C	Passive, withdrawn, fearful, avoidant
D	Peer dependent, peer observant, distractible
E	Compliant, dependable, studious, conforming, adult-dependent
F	Social productive, assertive, integrative, thoughtful
G	Independent, productive, assertive

APPENDIX D

1973-74 INSERVICE PROGRAM FORMS, PROCEDURES, AND EVALUATION QUESTIONNAIRES

D-1

PROJECT ALOHA
Berryessa Union School District • 935 Piedmont Road • San Jose, California 95132 • (408) 258-3121

MEMORANDUM

DATE: May 4, 1973

TO: Continuing and New ALOHA Participants; New Hawaii English Program Installations

FROM: Bill Adams, Project Director

RE: ALOHA Inservice Program - Summer 1973

The following is the available information regarding the ALOHA summer inservice plans for the summer of 1973.

Date: The on-site program will begin Monday, June 25th and continue through Friday, July 20, 1973. Sessions will be daily Monday through Friday, except Wednesday, July 4th.

Time per Day: The session will be from 8:30 a.m. until 3:00 p.m. daily, with one hour for lunch. Lunch must be provided by each participant.

Location: The sessions will be conducted at the Garden Gate School, 10500 Ann Arbor Avenue, Cupertino, in the Cupertino School District. The school is located off Highway 280 (See enclosed map).

Staff for the Inservice Program: In addition to members of the Project ALOHA Staff, several planners from Hawaii have been asked to participate.

Attendence at the Inservice Program:

(a) All new instructional staff, teachers, aides, and student teachers teaching in ALOHA classrooms during the 1973-74 school year are required to attend the entire inservice program. Those who taught in the program during the 1971-73 school years are strongly encouraged to attend(Education 189G -Advanced is available.) Please submit application by May 21st to assure priority status.

(b) Each project school Principal may invite other staff members to attend the program, in addition to the instructional staff mentioned above; subject to availability of space (Principals should contact Mr. Adams.)

(c) Project ALOHA will provide inservice training for teachers installing the Hawaii English Program in other schools. A fee of $200.00 per teacher will be charged to cover actual expenses of the inservice. Fees for course credit are not included in this charge.

Inservice Curriculum: As much as possible the inservice sessions will be flexibly scheduled to allow participants to exercise choice in the determination of their daily schedule. Therefore, many sessions will be presented twice daily, usually morning and afternoon, with those using video tapes, HEP materials, and library resources being continually available. Participants are invited to make suggestions to the staff regarding the inservice curriculum should it not meet their specific individual need(s), initially or while the sessions are in process.

The content areas to be contained in the curriculum will include the following:

1. Philosophy of the Hawaii English (HEP): Structure and organization of HEP; reading and phonics approach; testing; individualization; underlying theories.

2. HEP Language Skills Program: Introduction to the programs of reading, writing, listening, and speaking; record keeping; the management system; differentiated staffing; planning and evaluation circles; peer tutoring; classroom organization and discipline.

3. HEP Literature Program: Structure and rationale; story telling; creative dramatics; record keeping.

4. Practicum Observation: Observation of language skill and literature classes; observer assessments.

5. Project ALOHA Evaluation and Testing: Evaluation design; review of data collection instruments;, observation and analysis of testing; control groups; USOE report; continuous monitoring; peer tutoring.

6. Introduction to Addendum: Explanation of the new materials to be introduced in September 1973 for advanced students.

7. Evaluation of Potentially Educationally Handicapped (PEH) Children: Review of approach used in 1972-73; explanation of proposed activities for 1973-74.

8. Review of HEP Video Tape Presentations: Review the entire set of HEP video tapes as they relate to the aspects of the program which are considered during the various days of the inservice.

9. Review of Library Resources: Review of ALOHA and HEP library resources as they relate to the aspects of the program which are considered the various days of the inservice.

10. Discussion Groups: Meet with installation teachers and other resource persons to discuss problem areas; orientational and summary presentations regarding the various topics discussed.

11. Planning and Evaluation Circles: Sessions beginning and ending each day to plan the activities of the following day and to evaluate the progress of each day.

University Credit for Inservice Program: California State University at San Jose will offer course credits for participation. The units are optional. Credit will be given in a Pass/Incomplete basis. The cost per unit will be $9.00 each. Registration and payment for units will be done on the first day of the inservice training. The following courses will be available.

1. Education 189D
   Workshop in Individualization of Instruction: Project ALOHA: A 5-week period of instruction and a 5-week period by arrangement; from June 25th through August 31st; for teachers, aides, and parents; course credit of 10 units.

2. Education 189G (Advanced)
   Workshop in Individualization of Instruction: Project ALOHA: A 5-week period of instruction and a 5-week period by arrangement; from June 25th through August 31st; for teachers, aides, and parents; course credit of 10 units. Prerequisite: Education 189D

3. Education 189E
   Seminar in Individualization of Instruction: Project ALOHA Administrators: A 2-week period of instruction by arrangement - on demand; to be taken sometime between June 25th through August 31st; two units of credit.

4. Education 189F
   Seminar in Individualization of Instruction: Project ALOHA Staff (student teachers, work studies, and parent volunteers): A 2-week period of instruction by arrangement - on demand; to be taken sometime between June 25th and August 31st; two units of credit.

5. Education 180 (Project ALOHA): Directed studies based upon attendance at the inservice program, but for from one to six units. Registration must be arranged on June 25th.

Practicum: The sessions will be run in conjunction with the regular Garden Gate summer school. The summer school will include two kindergarten-third grade centers of approximately 60 students each. These students will receive approximately two hours of HEP instruction daily. These classes, which will be taught by the Garden Gate ALOHA staff, will be used for observation by the participants of the inservice program.

Instructions for Registration: Please complete the attached two page registration questionnaire and return it to Project ALOHA IMMEDIATELY. The address is as follows:

William B. Adams, Project Director
Project ALOHA
935 Piedmont Road
San Jose, California 95132

WBA:bc

cc: Dr. Shinkichi Shimabukuro, DOE, State of Hawaii
Grace Fujita, DOE, State of Hawaii
Antoinette Port, DOE, State of Hawaii
Dr. Warren Kallenbach, California State University - San Jose

D-4

Inservice Registration

Name ______________________ Date ______________________

School Affiliation ______________ District Affiliation ______________

Signature of School Principal ______________________

Status (check one)

1. Presently teaching in ALOHA ________
2. New ALOHA instructional staff 1973-74 ________
3. ALOHA school administrator ________
4. ALOHA district representative ________
5. Non-ALOHA instructional staff in ALOHA school ______
6. ALOHA Project staff ________
7. Other ________

(If "other" please indicate by whom you are recommended as an inservice participant: ______________________)

Unit for which you will probably register (check those appropriate)

1. Education 189D (10) ________
2. Education 189G (10) ________
3. Education 189E (2) ________
4. Education 189F (2) ________
5. Education 180 (1-6) ________

If you plan to register for Education 180S, for how many units will you register ______. (Note: You will be expected to spend the same amount of time for each unit in Educ. 180, as would be spent for each unit in Educ. 189D or Educ. 189G.

6. None ________

Recommendations for additional curriculum content at the inservice program:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Recommendations for modifications in the proposed curriculum outlined in this memo:

1.____

2.____

3.____

4.____

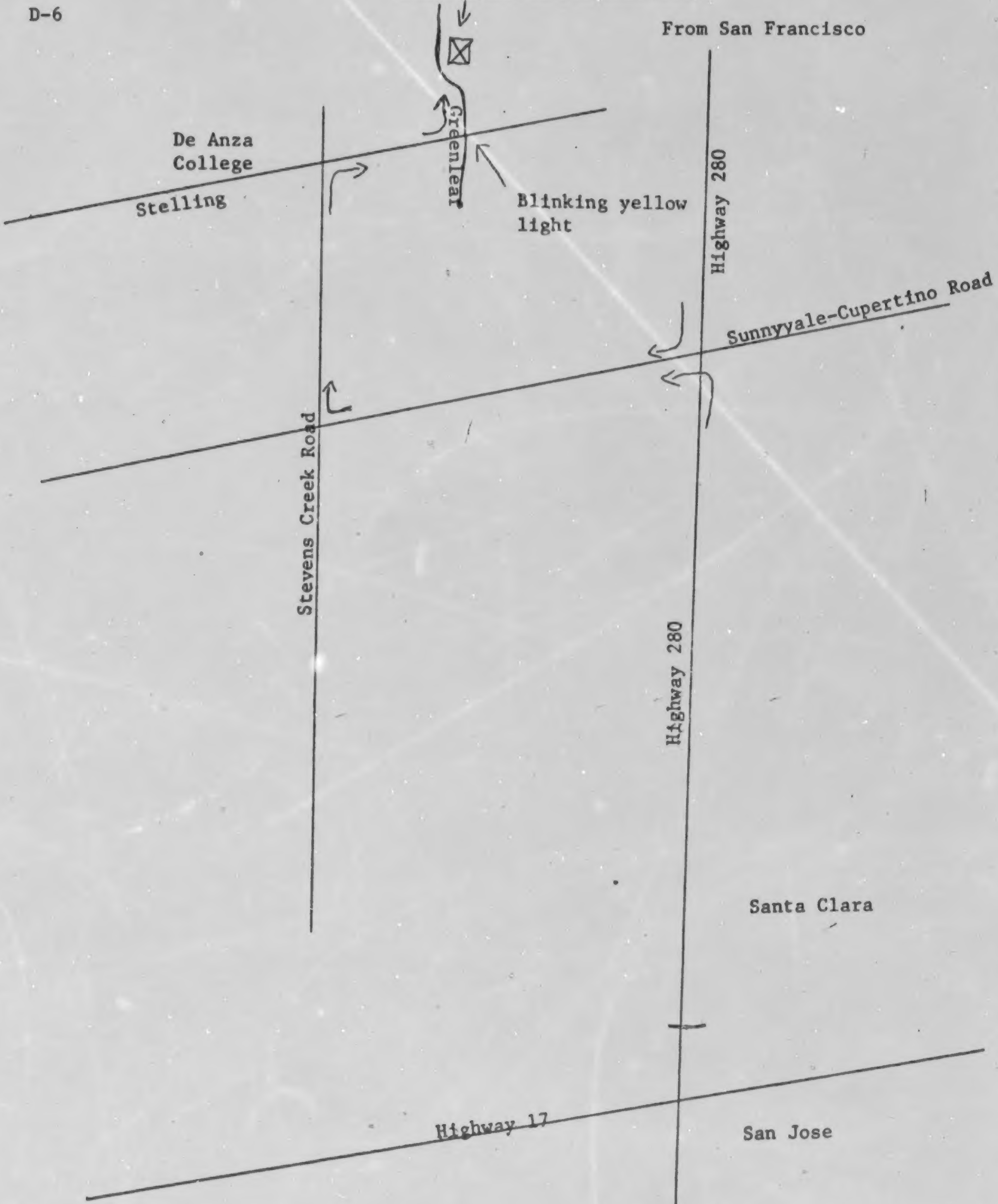
We are pleased to have you as a participant in the ALOHA Inservice Program for this year!

Please return completed form to:

WILLIAM B. ADAMS, Project Director
Project ALOHA
935 Piedmont Road
San Jose, California 95132

Garden Gate School
10500 Ann Arbor Avenue
Cupertino, Ca.Ph.252-5414

D-6



PAGE(S) D-7 thru D-10 WAS (WERE) MISSING (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE

ALOHA Inservice Evaluation: Summer, 1973

We will appreciate your responses to the Summer Inservice, 1973, which we feel you are able to reflect with greater insights now that you have experienced a few months of HEP teaching, subsequent to the four week training.

1. Was this course meaningful or pertinent to your teaching objectives?

Yes ___________ No _________

Comment:

2. Did the course achieve the objectives outlined in the course description?

Yes ___________ No __________

Comment:

3. What areas do you feel could have been improved to have helped you better in the teaching of HEP?

(Skills and Literature/Creative Drama) Explain.

D-12

4. Would you increase or decrease the emphasis on the following aspects of the workshop?

	Decrease	Same	Increase
Theory and Rationale for Concepts	1 2 3 4	5	6 7 8 9
Observations-Guided and Directed	1 2 3 4	5	6 7 8 9
Examination of Materials	1 2 3 4	5	6 7 8 9
Practicum Use of Materials with Pupils	1 2 3 4	5	6 7 8 9

5. What follow-up activity, if any, should be provided?

6. What was a significant experience you received?

7. Please share comments regarding the group size, arrangements, presentations, content:

8. Please state any other ways the workshop could be improved to be more effective for future participants?

Please return this form to the project office before March 15, 1974.

INSERVICE QUESTIONNAIRE FOR HEP TEACHERS

The intent of this questionnaire is to assess your attitude toward the total inservice program offered by Project ALOHA during the last year. Your cooperation in responding to these questions is appreciated.

1. Which of the four inservices did you attend?	YES	NO
Summer Inservice: Teacher-Manager Level (June 25 to July 20, 1973)	___	___
Continuing Inservice: Teacher-Direction and Guidance Level (Dick and Ann Port)	___	___
Advanced Inservice: Teacher-Scholar Level	___	___
Handicap Inservice (May Look)	___	___

2. Was the inservice program meaningful or pertinent to your teacher objectives?

Yes _____ No _____

Comment:

3. Did each inservice course in which you participated achieve the objectives outlines in the course description?

Yes _____ No _____

Comment:

4. If you participated in more than one inservice course, was any one particular course more or less outstanding than the others in which you participated? If so, in which courses did you participate:

____

____

____

____

Why was one more or less outstanding than the others?

Listed below are a number of characteristics or goals identified by HEP planners as indicative of teacher behavior at each level of teacher development. For each characteristic indicate: 1) your estimate of the level of your competence in achieving mastery of each goal, and 2) the extent to which you feel the Project ALOHA inservice programs have aided you in achieving your level of mastery of each goal.

	Percent to which mastery has been achieved* (0 to 100% range)	Extent to which level of mastery attributed to ALOHA inservice** (0 to 100% range)
5. The Teacher as Manager of the Learning Environment		
Prepare and maintain the physical set-up;		
a) sets up learning stations with equipment and materials		
b) organizes storage and work areas for the learners advantage--makes things available to the learner		
c) trains learners in the proper use of equipment and materials	________	________
Train tutors	________	________
Match tutors, learners and checkers	________	________
Train learners in the use of the student tracking system	________	________
Conduct Planning and Evaluation Circles	________	________

* 0% = behavior that you never perform,
50% = behavior performed about half the time when appropriate,
100% = behavior performed every time the appropriate situation arises.

**NA=you did not participate in the inservice appropriate to the level of teacher development
0% = your level of mastery was not affected in any way by Project ALOHA inservice training programs for this level of teacher development
50% = your level of mastery affected to a moderate extent by Project Inservice program for this level of teacher development
100% = your level of mastery almost totally due to experience resulting directly from Project ALOHA Inservice program for this level of teacher development

	Percent to which mastery has been achieved* (0 to 100% range)	Extent to which level of mastery attributed to ALOHA inservice** (0 to 100% range)
6. The Teacher as Director and Guide		
Conduct Planning and Evaluation Circles	________	________
Guide and direct learners selections in order to maximize opportunities for success	________	________
Permit learners to:		
a) make responsible selections of program materials		
b) tutor other learners		
c) function as checkers		
d) keep their own progress records	________	________
Carefully observe learners at work, stepping in when necessary to instruct, correct, or re-direct	________	________
Diagnose on a continuing basis	________	________

* 0% = behavior that you never perform,
50% = behavior performed about half the time when appropriate,
100% = behavior performed every time the appropriate situation arises.

** NA = you did not participate in the inservice appropriate to the level of teacher development
0% = your level of mastery was not affected in any way by Project ALOHA inservice training programs for this level of teacher development
50% = your level of mastery affected to a moderate extent by Project Inservice program for this level of teacher development
100% = your level of mastery almost totally due to experience resulting directly from Project ALOHA Inservice program for this level of teacher development

	Percent to which mastery has been achieved* (0 to 100% range)	Extent to which level of mastery attributed to ALOHA inservice** (0 to 100% range)
7. The Teacher as a Model-Scholar		
Carefully observe each child and research learner behavior	______	______
Gather data that helps improve the "learning process"	______	______
Provide a model of the learner at the adult scholarship level	______	______

8. Indicate your estimate of the overall value of inservice training for teaching in HEP.

	(check one)
Absolutely essential	______
Very essential	______
Can be quite useful	______
Not very useful	______
Not useful at all	______

---

* 0% = behavior that you never perform,
50% = behavior performed about half the time when appropriate,
100% = behavior performed every time the appropriate situation arises

** NA = you did not participate in the inservice appropriate to the level of teacher development
0% = your level of mastery was not affected in any way by Project ALOHA inservice training programs for this level of teacher development
50% = your level of mastery affected to a moderate extent by Project Inservice program for this level of teacher development
100% = your level of mastery almost totally due to experience resulting directly from Project ALOHA Inservice program for this level of teacher development

9. Please share your comments regarding the group size, arrangements, presentations, and contents. If possible, make comments in relation to specific inservice courses.

Please return to Project ALOHA as soon as possible. Thank you

APPENDIX E

SYSTEM ADHERENCE CHECKLIST AND SCORING KEY

SYSTEMS ADHERENCE CHECKLIST

Procedure

The observer observes each center one time for an entire HEP session. Observations for a total school must be distributed across at least three school days (e.g., Toyon has 4 HEP sessions; the observer will observe one session each day for two days and two sessions on the third day).

The observer will check "yes" when a given behavior occurs. Since the list of behaviors is quite long, the observer could also check "yes" for those behaviors he or she specifically recalls observing. Some items are worded so that they can only be answered after the session is completed (immediately afterward).

Scoring involves summing "yes" and "no" checkmarks for each area (e.g., "DO YOU SEE CHILDREN . . . ", "TEACHER BEHAVIOR: DO YOU SEE TEACHERS . . . ") as well as a total Systems Adherence score (sum of all "yes" and "no" checkmarks). Scores will be obtained for each HEP session, each school, and all schools combined. (See attached scoring instructions)

School ______________________________ Date __________________

Observation period:

Beginning time _____________ Ending time ____________

Observer ____________________________

E-2

SYSTEMS ADHERENCE CHECKLIST

PLANNING CIRCLE	Yes	No
1. The teacher begins the planning circle with a few children or otherwise signals the children that they are to have a planning circle, and has most of the learners gather in a group around her.	_____	_____
2. When they are ready to report what they have decided on, the learners raise their hands and wait until called upon or signaled by the teacher.	_____	_____
3. The teacher calls on a learner who has raised his hand (or anticipates those who are ready) to report a choice.	_____	_____
4. The teacher indicates when a child may leave the planning circle and begins his work. If necessary, the teacher may redirect the child to a more appropriate task (e.g., she may suggest two or three alternatives) before he leaves the planning circle.	_____	_____
5. A teacher or an aide observes children immediately after the planning circle to insure that each child is busy on the task he has selected.	_____	_____
DO YOU SEE CHILDREN:		
6. Selecting their own tasks?	_____	_____
7. Working on a wide variety of activities?	_____	_____
8. Working on activities which seem to vary in complexity or level of difficulty?	_____	_____
9. Operating various pieces of equipment correctly?	_____	_____
10. Interacting with their peers?	_____	_____
11. Tutoring other children?	_____	_____
12. Differing in the length of time they spend on tasks?	_____	_____

	Yes	No
13. Seeking assistance from the teacher or other children when they need it?		
14. Keeping track of their own progress and and recording their own program completion?		
15. Sharpening pencils, getting supplies, etc., without asking permission?		
16. Locating materials they need for a job - if a child cannot do it alone, he asks another child or teacher for help or direction?		
17. Returning materials to storage area when task is completed?		

DO YOU SEE TEACHERS:

	Yes	No
18. Dispensing stickers for students?		
19. Writing stickers for learners?		
20. Finding pencils or crayons for learners?		
21. Getting typing paper for learners?		
22. Doing some (but not most) of the tutoring?		
23. Finding tutors for students?		
24. Checking for completion/diagnosis?		
25. Walking around the room cueing student behavior?		
26. Working with the individual students?		

TOTAL STUDENT POPULATION

Listed below are the program components frequently used by children. At the end of 25, 50 and 70 minutes from the start of the class observation, record the number of children engaged in each activity. Observe for only two minutes each time. If the component is not available in the room, mark N.A.

	1st check	2nd check	3rd check
27. Instructional Library			
28. Card stacks			
29. Typewriter			
30. Phonograph			
31. Cassette Recorder			
32. Language Master or EFI			
33. Film Loop			
34. Laminated Books			
35. Meaningful Communication			
36. Purpose Writing			
37. Number of students doing nothing			
38. Number of students disturbing others			
39. Other non-HEP academic activities			
40. Working on tasks by themselves			
41. Pairs of children working on tasks			
42. Working individually with a teacher or an aide			
43. Children working in groups of 3 to 15 students			
44. Children working as a total class group.			

EVALUATION CIRCLE	Yes	No
45. The teacher begins the evaluation circle with a few children or otherwise signals the children that they are to have an evaluation circle, and has the learners gather in a circle around her		

Yes No

46. The teacher asks the learners to think about the tasks they have worked on during the period and give them time to think about it. ____ ____

47. The learners raise their hands when they are ready to speak. The teacher calls on individual students to report what they have worked on. ____ ____

48. For those learners who do not raise their hands, the teacher may ask direct questions; such as, "What did you work on today? Did you work on stacks?". ____ ____

STACK PROCEDURE

Yes No

1. The tutor and the learner sit opposite each other with the stack between them. The rougher or textured portion of the stack is nearer the tutor. ____ ____

2. The tutor slides the first teaching card or cards (blue) up the rods until it stands straight. (The BL-a, SL-a, PC and CC stacks have more than one teaching card.) ____ ____

3. The tutor says, "This is _____." and drops the card if the learner does not already know the item on the card. ____ ____

4. The tutor raises the next card (white) and asks the learner to name it. ____ ____

5. If the learner responds correctly, the tutor drops the card forward and continues with the rest of the white cards in the same way. ____ ____

6. If the learner does not respond correctly, the tutor gives the correct response, the learner repeats that response, and the tutor returns the learner to the immediately preceding blue teaching card. ____ ____

	Yes	No
7. If the learner does not say anything, the tutor waits a few seconds and gives the answer. The learner repeats the answer, and the tutor returns the learner to the blue teaching card.	____	____
8. If the learner responds satisfactorily to all the white cards in the first set, (set=all the white cards between two blue cards) the tutor advances him to the next set, repeating procedures 2-7 unitl he completes the stack.	____	____

SCORING KEY

SYSTEM ADHERENCE CHECKLIST

Item Number	Scoring Instructions
1-17, 22-26, 45-49, and Stack Procedure 1-8	Score one point if "yes" is checked; score zero if "no" is checked.
18-21	Score one point if "no" is checked; score zero is "yes" is checked.
27-37	Each item scored once only: score one point if component observed; score zero if NA recorded.
38-42	Each item scored once only: score one point if behavior observed during either first, second, or third check; score zero if behavior not observed.
43-44	Each item scored once only: score one point if zero or NA recorded on each check; score zero if behavior is observed on either first, second, or third step.

$$\text{Overall SAC index} = \frac{\text{total points scored}}{57} \times 100$$

SAC sub-scales:

1. Planning and Evaluation Circles

$$\frac{\text{Total points scored for items 1-5 + 45-49}}{10} \times 100$$

2. Pupil behavior

$$\frac{\text{Total points scored for items 6-17}}{12} \times 100$$

3. Teacher behavior

$$\frac{\text{Total points scored for items 18-26}}{9} \quad \text{X100}$$

4. Materials

$$\frac{\text{Total points scored for items 27-36}}{10} \quad \text{X100}$$

5. Stack procedures

$$\frac{\text{Total points scored for "Stack Procedure"}}{8} \quad \text{X100}$$

APPENDIX F
ATTITUDE QUESTIONNAIRES

F-1

Student Name ____________________

STUDENT ATTITUDE QUESTIONNAIRE

1. How interested is your HEP teacher in the things you do at home?

She is very interested

She is a little interested

She is not very interested

She is not at all interested

---

2. Does your HEP teacher care about you?

She cares a lot about me

She cares some about me

She does not care much about me.

She does not care at all about me.

---

3. Do you like HEP?

I like HEP very much HEP

I like HEP some HEP

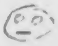
I do not like HEP HEP

I do not like HEP at all HEP

6. Does your HEP teacher like to help you with your work when you need help?

She almost always likes to help me

Most of the time she likes to help me

Most of the time she does not like to help me 

She almost never likes to help me

---

7. Is your HEP center nice?

It is very nice NICE

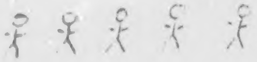
It is nice NICE

It is not too nice NICE

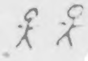
It is not nice at all NICE

---

8. Do you like the other children in your HEP center

I like almost all the other children 

I like most of the other children

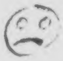
I do not like most of the other children 

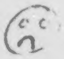
I do not like almost all of the other children

4. Would you be happier if you didn't have to go to HEP?

I would be very happy if I did not go to HEP every day

I would be happy if I did not go to HEP every day

I would be a little sad if I did not go to HEP 

I would be very sad if I did not go to HEP 

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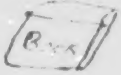
5. Do you like to read in school?

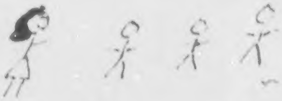
I like to read very much

I like to read a little 

I do not like to read much

I do not like to read at all

9. Does your HEP teacher like some children better than others?

She always favors some children 

Most of the time favors some children

Some times she favors some children

She never favors some children

---

10. How much do you want to be in HEP again next year?

Very much YES

A little YES

Not too much NO

Not at all NO

ALOHA TEACHER AND AIDE QUESTIONNAIRE

Please respond to each of the following questions and return the questionnaire as soon as possible to the project office in the attached envelope. Thank you.

Your position:

Teacher ______________ Teacher Aide _________

1. Based upon your experience with the ALOHA Project, what do you consider to to be its greatest strengths?

2. Based upon your experience with the ALOHA Project, what do you consider to be its greatest weaknesses?

3. How do you feel about having taught in an environment where children learn skills primarily from materials and other children rather than directly from adults?

4. After having worked with the ALOHA Project this year, what does the term "individualized instruction" mean to you?

5. If you went to a new school next year that was going to use the ALOHA curriculum in some classes but not in others and you were given a choice, would you choose to use the ALOHA curriculum again?

6. Since using the ALOHA curriculum this year, do you find that you are teaching other subject areas such as mathematics any differently? (Ignore this question if you don't teach other subject areas.)
Yes No If yes, please describe the ways in which your teaching has changed.

7. Do you feel that it is essential for teachers to have received special training before initiating the ALOHA program in their classrooms?
Yes No If yes, what things should be emphasized in such a training program?

8. Listed below are the major components of the ALOHA curriculum. For each component, please check in one of the three columns whether you feel the component was: 1) useful for at least half of the children; 2) useful for at least 10% of the children; or 3) not useful for at least 10% of the children.

Components	Useful for at least 50% of the children	Useful for at least 10% of the children	Not useful for at least 10% of the children
1. Reading card stacks			
2. Taped books			
3. Flocked letters			
4. Language Master or EFI Program			
5. Instructional Library			
6. Laminated writing books			
7. Paper writing tablets			
8. Listening/speaking programs on cassette tapes			
9. Songs programs			
10. Typewriting programs			
11. Literature selections			
12. Literature activities			

9. What modifications or changes in existing ALOHA curriculum materials, if any, would you recommend?

10. What additions to the ALOHA curriculum, if any, would you recommend?

11. What deletions from the ALOHA curriculum, if any, would you recommend?

12. What changes, if any, in the ALOHA materials or operational procedures would you recommend to make them more functional for children who have difficulty in learning or who are potentially educationally handicapped?

13. List one or two books in the ALOHA literature package, if any, that stand out in your mind as being especially appropriate for the children in your class? Why?

14. What stories individual or components in the ALOHA literature program, if any, stand out in your mind as being especially inappropriate for the children in your class? Why?

Story	Why

15. What ALOHA literature components, if any, were especially appropriate for the children in your class? Why?

Selection	Why?

16. What ALOHA literature activities, if any, were especially inappropriate for the children in your class, i.e., music, arts, etc.? Why?

Activity	Why?

17. How would you rate the average progress made by the children in your room in the following areas? Leave an area blank if you feel you cannot make a judgment.

	Greater progress than I had expected	About the level that I had expected	Less progress than I had expected
1. Student independent selection of language arts activities to work on.			
2. Student ability to work for at least a half an hour without continuous adult supervision			
3. Peer Tutoring			
4. Student ability to assess his own progress during the language arts period			
5. Student progress in reading			
6. Student progress in handwriting			
7. Student progress in listening/speaking			
8. Student progress in typewriting			
9. Student appreciation of literature			

18. What types of children, if any, seemed to gain the most from the ALOHA program this year in your opinion?

19. What types of children, if any, seemed to gain the least from the ALOHA program this year?

ALOHA PRINCIPAL QUESTIONNAIRE

Please respond to each of the following questions and return the questionnaire as soon as possible to the project office in the attached envelope. Thank you.

1. Based on your experience with the ALOHA Project, what do you consider to be its greatest strengths?

2. Based upon your experience with the ALOHA Project, what do you consider to be its greatest weaknesses?

3. How do you feel about a teaching environment where children learn skills primarily from materials and other children rather than directly from adults?

4. If you went to a new school next year and you were given a choice, would you choose to use the ALOHA curriculum again?

5. Do you feel that it is essential for teachers to have received special training before initiating the ALOHA program in their classrooms?

Yes ________ No __________

If yes, what things should be emphasized in such a training program?

F-16

6. Listed below are the major components of the ALOHA curriculum. For each component, please check in one of the three columns whether you feel the component was: 1) useful for at least half of the children;2) useful for at least 10% of the children; or 3) not useful for at least 10% of the children.

Components	Useful for at least 50% of the children	Useful for at least 10% of the children	Not useful for at least 10% of the children
1. Reading card stacks			
2. Taped books			
3. Flocked letters			
4. Language Master or EFI Program			
5. Instructional Library			
6. Laminated writing books			
7. Paper writing tablets			
8. Listening/speaking programs on cassette tapes			
9. Songs programs			
10. Typewriting programs			
11. Literature selections			
12. Literature activities			

7. What modifications or changes in existing ALOHA curriculum materials, if any, would you recommend?

8. What additions to the ALOHA curriculum, if any, would you recommend?

9. What delections from the ALOHA curriculum, if any, would you recommend?

10. What changes, if any, in the ALOHA materials or operational procedures would you recommend to make them more functional for children who have difficulty in learning or who are potentially educationally handicapped?

11. How would you rate the average progress made by the children in your **school** in the following areas? Leave an area blank if you feel you cannot make a judgment.

		Greater progress than I had expected	About the level that I had expected	Less progress than I had expected
1.	Student independent selection of language arts activities to work on.			
2.	Student ability to work for at least a half an hour without continuous adult supervision			
3.	Peer Tutoring			
4.	Student ability to assess his own progress during the language arts period			
5.	Student progress in reading			
6.	Student progress in handwriting			
7.	Student progress in listening/speaking			
8.	Student progress in typewriting			
9.	Student appreciation of literature			

12. What types of children, if any, seem to gain most from the ALOHA program this year, in your opinion?

13. What types of children, if any, seem to gain the least from the ALOHA program this year?

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ALOHA PARENT QUESTIONNAIRE

Student Name ____

School ____________________ Date _________________________

1. Prior to receiving this questionnaire, have you ever heard about the new language skills and literature program that your child is enrolled in this year called the ALOHA Project?

   a. No, if you have not heard of this program previously, mark here ______ and return this form to school with your child.

   b. Yes, if you have heard of this program previously, please check one or more of the ways below:

      ________ 1. Mentioned by my child

      ________ 2. Mentioned by my child's teacher or principal

      ________ 3. Mentioned by neighbors

      ________ 4. School notice or letter

      ________ 5. School open house or parent meeting

      ________ 6. Other (please indicate) ______________________________

      ____

2. Have you ever visited the ALOHA program in your child's class?

   Yes ________ No _________

3. How many parent meetings have you attended at which the ALOHA curriculum was discussed?

   None ___________ One ________ Two ________ 3 or more _________

4. In general, do you think the ALOHA curriculum is a good program for your child?

   Yes _______ No _________

5. In what ways has the ALOHA program affected your child?

   a. He likes school

      More ________ Less ________ About the same ________

   b. He reads

      More ________ Less ________ About the same ________

   c. He talks about his language work

      More ________ Less ________ About the same ________

6. Which part of the language program does your child like best?

   Handwriting ________

   Listening ________

   Reading ________

   Typing ________

   I don't know ________

7. Which part of the program does your child like least?

   Handwriting ________

   Listening ________

   Reading ________

   Typing ________

   I don't know ________

8. If you have older childrenwho have not been in ALOHA, do you wish they had been in ALOHA?

   Yes ________ No ________ I don't know ________

9. How do you feel about starting to teach subjects like reading, listening, speaking, writing, or typing to kindergarten students?

   I like the idea ________

   I don't like the idea ________

   I don't feel one way or the other ________

10. What is your general opinion of the program?

I think it is an excellent program for my child __________

I think it is about the same as the regular program for my child __________

I think it is a poor program for my child __________

I don't enough to decide __________

11. Do you have any comments about the ALOHA program?

Please RETURN this questionnaire to school with your child before the end of this school term. Thank you.

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PROJECT ALOHA VISITOR QUESTIONNAIRE

PROJECT ALOHA
935 Piedmont Road
San Jose, California 95132

Phone: 258-1776

We would appreciate your candid answers to the following questions based upon your visit. Information from these questionnaires will be summarized and analyzed as one part of the evaluation of the project. Please be assured that your name and address will remain confidential information with the project and will not be used in publications or represented as an endorsement of Project ALOHA. Visitor names and addresses are needed to facilitate the dissemination of materials and the exchange of information. When you have completed this questionnaire please mail it directly to the Project Office in the attached pre-addressed envelope (no postage necessary)

Name ______________________________ Date ______________________

Position ___________________________

School or district address ____

____

School visited ____

1. How did you become aware of HEP?

2. What is your overall impression of the Hawaii English Program?

3. In your opinion, what are the most desireable aspects of the English Project?

Page 2:

4. In your opinion, what are the most undesireable aspects of the English Project?

5. What aspects of the project, if any, would you like to see expanded within your school or those in your community?

6. Who or what influenced you to visit this project?

7. Are there any aspects of Project ALOHA or the Hawaii English Program that you would like to know more about (such as a brief summary statement or the rationale for a particular part of the program)?

ALOHA Project Visitor Questionnaire

This brief questionnaire is intended to give the Project staff your impressions of the ALOHA Project based upon your visit. Please take a few minutes to complete this page after you visit and return it to the school secretary. Please check the appropriate categories or write in your opinion. Thank you.

1. Visitor's role:
   1. _____teacher
   2. _____aide
   3. _____parent
   4. _____administrator
   5. _____other (please list) ____________________

2. Residence:
   1. _____Santa Clara County
   2. _____other area of California
   3. _____other state (please list)____________________
   4. _____country outside U.S.

3. School(s) visited:
   1. _____St. Patricks
   2. _____Toyon
   3. _____Garden Gate
   4. _____Sakamoto
   5. _____George Mayne
   6. _____Lowell

4. Program(s) observed:
   1. _____Language skills
   2. _____Literature

5. How did you become aware of the ALOHA Project?
   1. _____Mentioned by my child
   2. _____Mentioned by my child's teacher or principal
   3. _____School notice, open house, etc.
   4. _____ALOHA brochure or literature
   5. _____Other (please specify)

6. What is your overall impression of the ALOHA Project?
   1. _____Highly favorable
   2. _____Slightly favorable
   3. _____Slightly negative
   4. _____Highly negative

7. In your opinion, what are the most desirable aspects of the ALOHA Project?

____

____

8. In your opinion, what are the most undesirable aspects of the ALOHA Project?

____

____

9. What aspects of the ALOHA Project, if any, would you be interested in seeing initiated within your school or those in your community?

1. _____ entire system 2. ____ none 3. other (please specify)

____

10. If mailed to me, I would read a brief summary report on the following aspects of the ALOHA Project?

____

____

Mailing Address: ______________________________

____

____

APPENDIX G

SAMPLE OF HANDICAPPED STUDENT IDENTIFICATION FORMS

PROJECT ALOHA

January 21, 1974

Dear Teacher:

Enclosed in this envelope are forms for you to complete regarding children whom you feel may have learning handicaps. Please list any child on this form whom you feel has definite handicaps or is potentially handicapped.

You will notice that there are nine categories of learning problems as defined by Federal and State guidelines.

Place an X in any cell following the child's name which describes his particular learning handicap. Some children will have disabilities in several categories.

The code for each category is as follows:

Code	
N	A child who you feel has a handicap which you have not referred to any of your district's Special Education Personnel.
R	A child who has been officially referred to one of your district's Special Education Personnel.
C	A child who has been certified by Special Education Personnel as eligible for a special program such as Speech, LD, EH, etc.

This identification of these gross categories, of course, is only the first step. It will be the manifestations of specific behavior that must ultimately be analyzed to result in plans for changing the child's program. Under no circumstances, of course, should the category be used to label the child.

Enclosed is a brief description of each of the nine categories. Identification of learning problems, as you know, is very complex. In some cases there will tend to be overlapping characteristics from one category to another. These categories are being used, as they best fit a combination of Federal and State guidelines. Please use the category or categories that seem to best identify the child's handicaps.

You will find in your envelope a supply of checklists to use for children that you iden-

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tify as having a Speech Impairment, Learning Disability, Behavior Disorder, or a Serious Emotional Disturbance. Fill out an appropriate checklist for each child you identify in these categories. These should be turned in with your checklist. Phone me if you need more of these checklists. These checklists should help you in the identification process, as well as assist in later follow-up diagnosis.

We intend to do a follow-up with your school's Special Education Personnel. We want to make this component as practical as possible. It can have important significance in terms of our analysis of the effect of the HEP program and resulting recommendations for modifications, as well as assisting in more in-depth diagnosis and planning for individual children.

Your cooperation in this activity is necessary in order for us to meet requirements established by the Bureau of Education for the Handicapped.

Your help is greatly appreciated.

Sincerely,

Andrea A S

ANDREA A. SEITZ
Project Aloha, Coordinator of Programs for the
Handicapped

AAS:bl

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PROJECT ALOHA

January 21, 1974

Definitions of the Categories of Potentially Educationally Handicapped Children

1. Mentally Retarded - The retarded child tends to display slow development socially and in all academic areas, tends to be able to deal with problems only on a concrete level, profits from extended readiness activities, has difficulty with "discovery" or analytical activities, and tends to be unable to generalize.

2. Hard of Hearing - Has some degree of loss of hearing from mild to severe. He may tilt his head, mumble, be withdrawn, or shout. Tends to rely on visual cues. He may tend to mistake one word for another. He may watch peoples' faces intently when they speak. Often unresponsive to directions. Would be difficult to get his attention on the playground. Please note on your PEH classlist if the child wears a hearing aid.

3. Deaf - Cannot hear at all. Is unresponsive to all sounds. Uses other's actions as cues to own response.

4. Speech Impaired - Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication or causes its possessor to be maladjusted. Use checklist of manifestations.

5. Visually Handicapped - Vision that cannot be restored to normal by the use of glasses. Observable imbalance of the pupils of the eyes or crossed eyes. May squint excessively. Has great difficulty with board work. Doesn't seem to be able to look at an object steadily. Bumps into things.

6. Crippled or Other Health Impaired - Any physical handicaps - - - - Heart ailment, Lung problem, Paralysis, Seizures, Severe asthmatic or allergic reactions, Inability to use and/or control a limb, Disability that has caused severe restriction to be placed on physical activity by physician and/or parent. Please note the specific nature of handicap.

7. Specific Learning Disability - Specific learning disabilities in the psychological or neurological processes involved in understanding or in using spoken or written language. Includes these disabilities sometimes referred to as perceptual handicaps, minimal brain dysfunction, dyslexia, dyscalculia, dysgraphia, or communication disorders. Use checklist of manifestations.

8. Specific Behavior Disorder - Tends to exhibit withdrawal behavior, impulsiveness, school phobia, or unreactive behaviors that are of such severity as to cause interference with the child's learning. Use checklist of manifestations.

9. Severe Emotional Disturbance - Severe emotional disturbance that may even prevent the child from attending regular educational classes. Inability to maintain satisfactory relationships with peers and adults. Inappropriate behavior under normal circumstances. Prolonged state of depression or anxiety. Use checklist of manifestations.

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PROJECT ALOHA

TEACHER IDENTIFICATION OF PUPILS WITH LEARNING HANDICAPS

DATE ____________________
TEACHER ____________________
TEACHER I.D. NUMBER ____________________
SCHOOL ____________________

PLACE AN X IN THE APPROPRIATE COLUMN
N = NOT REFERRED
R = REFERRED/NOT CERTIFIED
C = CERTIFIED

STUDENT'S I.D. NUMBER	STUDENT'S NAME	1. Mentally Retarded			2. Hard of Hearing			3. Deaf			4. Speech Impaired			5. Visually Handicapped			6. Crippled or Health Impaired			7. Specific Learning Disability			8. Specific Behavior Disorder			9. Serious Emotional Disturbance		
		N	R	C	N	R	C	N	R	C	N	R	C	N	R	C	N	R	C	N	R	C	N	R	C	N	R	C

APPENDIX H

GOAL SYSTEMS IN READING

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PERSPECTIVES IN COMMUNICATION
(The Elementary Division of Language Systems)

General Introduction (Written to students and parents)

The goal of the Perspectives in Communication program is to allow you to look at different ways men (and, in one case, animals) send and receive messages. We'll look a bit at how messages are organized into systems, how messages change over time, how messages are different in different areas, how messages are learned, and so on.

You'll be looking at several units about different kinds of message systems. Some of these message systems depend on human language such as the units on Dialects and Secret Codes. Some do not depend on human language, such as the Gestures or Animal Communication units. Anyway, all of the units involve messages which communicate information from one being to another. We hope you'll have fun looking at some of these different kinds of message systems and even learn something about language and particularly your own language, English, along the way.

Every unit goes along somewhat like the other units. First, you'll listen to a kind of argument between two people, usually a boy or a girl and a grown-up. Then we'll ask you to think of ways you might find some answers to the questions that have come up in the argument. You'll try to test some of these ways by looking at a real problem about the meaning of some kind of message, say, a secret code or something written in Chinese. After you've worked together on some problem like this, each of you or maybe small groups of you will get to pick a particular message system you'd like to find out about. In the Writing Systems unit you might want to see how the Japanese, or the Koreans, or the ancient Egyptians used writing. In the Animal Communication unit you might want to look at how spiders send messages to each other, or how crabs, or toads, or grasshoppers communicate.

You'll have a couple of chances to do your own message investigations in each unit. There are lots of interesting message systems. Some of these nobody understands yet. You may be the first to figure one of these out.

Along the way, you'll find information, articles, pictures, newspaper and magazine clippings, and you'll draw and write about what you find. We hope you'll add some of these to the unit for the next class to use. So you'll really be making your own kit (or at least the kit for the next class). So. . . we wish you good message hunting.

The Authors

Permission to duplicate is granted by Dept. Of Educ., Hawaii

THE LANGUAGE SYSTEMS PROGRAM

Language Systems for grades 4-6 aims at helping children discover through high interest units how human communication is unique, how languages work, and how language affects people and society.

Many justifications have been advanced for the study of language:

1. It leads to improved speech and writing.
2. It imposes the mental training necessary for other studies in the arts and sciences.
3. It provides an attractive introduction to the study of mathematically related rule-governed systems.
4. It provides the most useful guide to the history of the speakers of that language.

Important as these claims are, they are largely unsubstantiated; there is little research evidence to support even the most widely accepted and unquestioned of the claims, that knowledge about language improves performance in language.

The Language Systems Program (Section III of the Hawaii English Program) advances a fresh and more obvious justification for the teaching of language which can be defended (and must be defended) on purely humanistic grounds:

> The study of language is the study of that capability unique to man.
>
> The study of this capability offers the most promise of insights into the psychological and sociological nature and functions of the mind of man.

This claim, like the others, is also at present unsubstantiated. However, the study of language justified on humanistic grounds offers some relevant and promising links with larger social and cultural themes and concerns.

General Goals

The Language Systems curriculum rests jointly on the discipline of linguistics and on the Brunerian view of learning. Within the discipline of Linguistics the planning team adopted the view that assumes that a speaker of a language has constructed a powerful theory of that language which, without his awareness of how it works or even that it exists, enables him to generate and understand an infinite number of sentences in his language. Such creativity presupposes that the theory must employ rules of great abstractness and generality. Since children seem to construct

General Goals of the Language Systems Program -- continued

such a theory for whatever language community they happen to be born into in much the same manner and rate, it must be concluded that the capacity for this kind of theory construction is innate to the human species.

By the Brunerian view of learning is meant the assumption that each discipline is based on "organizing ideas" (such as bond in chemistry, set in mathematics, and abstract grammatical rules in linguistics). These ideas permeate the discipline: the beginner grasps them at a low level of generality in particular cases, while the practitioner sees them as the structuring principles of the discipline. The curriculum thus addresses itself to the fundamental ideas of the discipline and deals with the questions that engage the practitioners.

In this regard:

1. The primary goal of the Language Systems Program is not to make the student into a practitioner, but rather to have him learn something about himself. Hopefully the student will take pride in the realization that he has constructed, unconsciously, a highly sophisticated theory of English, he will gain some insight into the linguistic and psychological properties that his theory of English has, and he will consider what these properties imply about his personal and social life.

2. The second goal of the curriculum is to give the student factual information about language in general and English in particular which can make some claim to humanistic value.

3. The third goal is to give the student some understanding of the discipline as the practitioners see it: its organization, theory of science, and actual practices.

4. The fourth goal is to affect language arts skills. This goal is placed last, not because skills are unimportant, but because claims to shaping linguistic behavior in any measurable way through study about language must be made with caution.

These general goals break down into more specific goals for each division of the curriculum, that is, the elementary division, the intermediate division, and the high school division. See page B8 for the specific goals of the elementary division -- Perspectives in Communication.

Organization of the Curriculum

The Language Systems curriculum comprises three divisions: elementary, intermediate, and high school. Development of the latter two has been deferred, but an outline description is presented here to give a picture of the total design.

In a general way the distinction between the programs might be characterized as the three stages of mental growth in Whitehead's *The Aims of Education*. The elementary division, Perspectives in Communication, covering grades 4-6, is *the stage of romance* of the discipline: it deals with topics that are not normally considered central to linguistics, but which involve language in a way that is interesting to children. All of the topics bear essentially on the question: What are the key characteristics of language, and what are the important distinctions between language and other forms of communication? As the title implies, the fifteen units of this program are designed to give the elementary student "perspectives" on different communication modes and to provide a stimulating entry in the more formal study of language.

The intermediate division, Perspectives in Language, is *the stage of precision*. In this program the student encounters the central problems and concerns of the discipline of linguistics. The 7th grade program connects the history of the language with the forces and processes that are now affecting the student's own language. The 8th grade program brings out the student's intuitive knowledge of the theory of English by having him work out the restraints that occur in word construction and simple sentence construction. The 9th grade program approaches the student's theory of English by exploiting the rules which allow sentences to be endlessly expanded. It concludes with a consideration of the innateness and universality of these rules. Twelve units to be covered in three semesters of the intermediate years have been planned; two have been tested.

The high school division, Perspectives in Language and Culture represents *the stage of generalization*. In this program the student will be concerned with those areas of linguistics which lap over into other disciplines, such as psychology, anthropology, sociology, mathematics, and literature. Present thinking is that this program will be developed as a series of research-oriented non-sequential semester courses, two of which the student would elect during his high school years.

PERSPECTIVES IN COMMUNICATION

ELEMENTARY DIVISION OF LANGUAGE SYSTEMS

ADVERTISING

ANIMAL COMMUNICATION

BACKGROUNDS OF ENGLISH

DIALECTS

GESTURES

INTERNATIONAL LANGUAGES

NAMES

POPULAR SONGS

PROPAGANDA

SECRET CODES

SIGN LANGUAGES

SOCIAL USES OF LANGUAGE

SOUNDS

SYMBOL SYSTEMS

WRITING SYSTEMS

Dissemination Packet

PROJECT ALOHA
Berryessa Union School District • 935 Piedmont Road • San Jose, California 95132 • (408) 258-1776

AS-250
October 1, 1974

Interested Persons

Project ALOHA is operated on a Title III, Section 306 demonstration grant from the United States Office of Education to a consortium of the Archdiocese of San Francisco, Berryessa Union School District, Cupertino School District, Oak Grove School District, San Jose Unified School District and Santa Clara Unified School District.

These demonstration grants are awarded for the purpose of disseminating information to the field of education regarding exemplary programs that have been developed or identified by the U.S.O.E.

The major goal of ALOHA is to develop an installation model, with adaptations for mainland language groups, of the Hawaii English Program.

HEP is a total instructional system in language skills, literature, and language systems. It provides materials, equipment and a management system with a structure of objectives and goals that results in total individualization in terms of pacing, modes of learning, and patterns of learning. The management system creates an entirely new role for the teachers; one that consists of being a guide and model for the learner. The materials have been developed to facilitate peer-tutoring as an integral part of the system.

The structure of the objectives and the record-keeping procedures of the system allows the teachers to create a responsive learning environment in which responsible self-activation and self-direction are developed in the learner. This unique characteristic of HEP is vital in terms of its effect on learning, as well as preparing the learner for participation in a democratic society.

Due to its total individualization and emphasis on a variety of modes of learning, the HEP instructional system has special significance for providing for the handicapped in an integrated learning environment.

The HEP system was developed under a Title III grant to the State of Hawaii and is now that state's adopted program. While successful demonstration in the target schools will lead to institutionalizing the system in the participating districts, ALOHA is also disseminating information to

PARTICIPATING AGENCIES U.S. Office of Education, Bureau of Plans and Supplemental Centers, Title III, Section 306—GRANTOR
California State Dept. of Education, Hawaii State Dept. of Education, the Hawaii English Project

PARTICIPATING DISTRICTS BERRYESSA UNION SCHOOL DISTRICT, LEA – Archdiocese of San Francisco – Cupertino Union School District – Oak Grove Elementary School District – Santa Clara Unified School District – San Jose Unified School District.

other educators. As a result, additional schools in National City, California, Franklin Pierce School District in Tacoma, Washington, Lucia Mar School District in Pismo Beach, California, Oak Grove School District and Alum Rock School District in San Jose, California.

Visiting educators state that HEP is the most realistic and functional approach to total individualization and the development of independent, self-directed learners that they have seen. It is these characteristics that will have the greatest impact on education through expanded adoption, as a result of the longitudinal evaluation activities of ALOHA.

This is the fourth year of a five year grant.

Enclosed is some printed material that will provide the educational rationale for some of the concepts upon which the Hawaii English Program curriculum has been based.

We would be happy to provide further information. We welcome visitors to observe the program in operation in the participating schools. Arrangement may be made by contacting the project office.

Sincerely,

William B. Adams

WILLIAM B. ADAMS,
Project Director

WBA:bc
Enc: